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ABSTRACT

Intended to provide educators and community leaders in Massachusetts with an overview of the ways in which community education practices can strengthen K-12 education, this document explains community education, describes three community education projects in detail, gives implementation models, and lists organizational and printed resources. Chapter 1 defines community education, lists the three principles upon which it is based, and explains the benefits of community education. Chapter 2 describes projects in three Massachusetts cities (Uxbridge, Falmouth, and Boston) and includes information on the factors considered critical for success and implications for replication of the projects. Chapter 3 supplies information about the change process as it applies to establishing community education projects, a list of steps to be taken when planning and implementing a community education project, a conceptual model of a three-year project for promoting K-12 community education, and a sample action plan that can be adapted for local needs. Chapter 4 contains information on 33 other community education programs in Massachusetts. Appendix A lists contact persons for additional community education programs in the state. Appendix B lists resources under two headings: organizations and publications. (CML)

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Promising Practices in Community Education

SCHOOLS AND COMMUNITIES WORKING TOGETHER TO ENRICH K-12 EDUCATION

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Promising Practices in Community Education

SCHOOLS AND COMMUNITIES WORKING TOGETHER TO ENRICH K-12 EDUCATION

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Introduction

In recent years, increasing numbers of educators across the country have used community education practices to involve citizens and community organizations in the planning and delivery of educational programs. In the process, they have discovered the potential of those practices to enhance and enrich the curriculum, maximize the human and material resources available to schools, and increase public support for school programs.

The purpose of this publication is to provide educators and community leaders in Massachusetts with an overview of the ways in which community education practices can be used to strengthen K-12 education. The community education approach is related to planning and developing educational programs and is applied to a range of community education practices currently being used throughout the Commonwealth.

Chapter I defines community education, presents an overview of community education practices used in K-12 programs, and describes the benefits to schools and communities. Chapter II presents case studies of the community education approach at work in three different communities across the state. These case studies describe model projects in Boston, Falmouth, and Uxbridge that were developed with the assistance of the Bureau of Student, Community and Adult Services of the Department of Education. Chapter III describes in detail the community education approach used in developing these model projects and explains how this approach can be adapted for use in any community. Lastly, Chapter IV presents the range of community education practices in use today in Massachusetts through brief descriptions of more than thirty programs which exemplify various community education principles.

Information about the programs described in Chapter IV was gathered through a survey sent by the Community Education Office of the Department of Education and the Massachusetts Association of School Superintendents to all school superintendents in the Commonwealth. All programs submitted in response to that survey are listed in the resource bank contained in Apendix A. A program selection committee composed of Community Education Office staff members and representatives from the Community Education Advisory Council to the Massachusetts Board of Education selected the programs to be described in Chapter IV. This committee made an effort to include examples from a wide and representative range of programs and communities. The programs selected, which represent only a small sample of the many outstanding community education programs in Massachusetts schools, provide excellent models of the improved educational services that can be delivered through school-community collaboration.

CHAPTER I

COMMUNITY EDUCATION AND THE K-12 SCHOOLS: AN OVERVIEW

What is Community Education?

In New Bedford, Massachusetts, the public schools are working with a coalition of community agencies to help pregnant and parenting teens stay in school and receive the health and social services that they need.

In Pittsfield, a community advisory council, parent volunteers, and a local museum and historical society are working with the schools to help students from the city's West Side explore the history of their neighborhood.

In Scituate, parents, teachers, and administrators on a Special Needs Advisory Council are working together to improve services for students with special needs. These vignettes provide three examples of community education — a way of providing educational services through a partnership between the community and the schools. Through such an approach, the educational needs of students in grades K-12—or community members of any age—are met by combining the human and material resources of a community. Education is provided in the classroom as well as at other community sites, and is facilitated by teachers, parents, and other community members.

This approach does not mean that school systems should assume the additional responsibility of educating citizens of all ages. Community education is not another program such as community schools or adult education. Rather, it is an approach to educational decision-making and resource coordination that shows how a community as a whole can assume more responsibility for educating itself. It is a way of "doing business" that involves the community in the planning and delivery of educational programs.

Three Key Principles

The community education approach is based on three key principles:

1. Community involvement in educational needs assessment, planning, and decision-making.

2. Maximum use of community resources to enhance curriculum and instruction.

3. Collaboration and cooperation between schools and other community agencies in meeting the educational needs of the community.

Until recently, these community education principles have been applied primarily to after-school programs for youth and programs for adults. During the past 10-15 years, however, educators throughout the country have been discovering how this approach can be used by K-12 school systems to maximize the human and material resources available to the schools, enrich and strengthen the curriculum, and increase public support for education.

The following explanations describe the community education principles and provide examples of how they can be applied to K-12 schools.

Principle 1: Community involvement in educational needs assessment, planning, and decision-making. A fundamental principle of community education is that citizens should have a voice in decisions that affect them by participating in community-based planning groups. Community-based educational planning brings parents and other people together with teachers and administrators to determine the community's educational needs and the resources that can be called upon to meet those needs. Experience shows that such community participation generally leads to the development of programs better suited to local needs and also results in broad-based and long-lasting support for the programs that are developed.

The vehicles that can be used to facilitate this kind of educational planning range from formal citizen councils to ad-hoc committees to open meetings on particular issues. The following examples indicate vehicles which are being used by schools and communities in Massachusetts.

- *Parent Advisory Councils* are school-wide or district-wide groups through which parents can voice their opinions and concerns. Some parent advisory councils, such as those operating in conjunction with Chapter I and bilingual education programs, are mandated or encouraged by federal or state legislation. Others, such as those used to develop enrichment programs or to review the school curriculum, are organized on a voluntary basis.

- *Student Advisory Committees* provide students with an opportunity to voice their opinions and concerns about a wide range of educational issues, from developing disciplinary policies to creating new courses. Such councils are mandated by state law and are expected to provide input to local school committees on a regularly scheduled basis. Students also can participate in the other decision-making forums mentioned in this section.

- *Community Advisory Councils* are broad-based citizen groups which have the same function as parent advisory councils.

- *Public Forums* are open meetings which are held to obtain community advice on specific educational issues.

- *School-Community Planning Teams*, composed of parents, teachers, administrators, and other appropriate community members, are used to develop and implement specific projects, such as school volunteer programs, or to develop solutions to community problems, such as school violence or racial tension.

- *School-Community Hiring Task Forces* are single-purpose groups which provide community participation in the screening and hiring of school administrators and other educational personnel.

Principle 2: Maximum use of community resources to enhance curriculum and instruction. Community education calls for community involvement in the delivery of educational services, with community members serving as resources in the instructional process and students making use of the community as a resource for learning.

Community resources can be brought into the schools through the following types of programs:

- *School Volunteer Programs.* Community members can assist teachers in classrooms or perform other functions which permit teachers to spend more time with students.

- *Mentorships.* Students with special interests or talents may work with a community member who has special skills or resources in that area.

- *Guest Speaker Programs.* Students may learn from the many community members with special knowledge and skills.

- *Oral History Projects.* Senior community members may provide their historical knowledge and perspective to students.

The community also can be used as a resource for learning through:

- *Work-Study Programs*, which help students develop successful work habits and earn money while continuing to improve their basic academic competence and their skills in a particular vocational area.

- *Career Explorations and Internships*, which provide work opportunities for students in businesses, cultural organizations, human service agencies, city government, and other organizations.

- *Student Surveys and Interviews*, which enable students to gather information about community attitudes, social structure, politics, and other community issues.

Many community-based learning experiences are facilitated by developing formal[1] or informal partnerships between the schools and other organizations in the community. School-community partnerships provide cost-effective vehicles for increasing educational resources and provide opportunities for school professionals and community members to interact in mutually supportive ways. In addition, through this interaction, bridges of understanding can be built between the schools and the diverse communities of which they are a part.

[1]Formal arrangements generally include a written agreement outlining expectations and responsibilities.

Principle 3: Cooperation and collaboration between the schools and other community agencies in meeting the educational needs of the community. Through cooperation with mental health agencies, senior citizen centers, recreation programs, youth commissions, health care centers, and other local organizations, the schools can gain additional resources to become more effective and efficient in meeting the basic and special needs of K-12 students. This collaborative process also can help community agencies reach the largest possible clientele in the most efficient manner.

A few types of school-agency collaboration are listed below:

- *K-12 Community-School Collaboration.* Daytime and after-school programs can share resources and information, coordinate curriculum areas, and develop need-based tutoring and enrichment programs.

- *Alternative Schools/Special Education Services.* Through collaboration with local counseling agencies, associations for the mentally retarded, hospitals, schools for the blind, and other such organizations, local school districts can provide special educational services for emotionally and physically handicapped students, rather than sending them to expensive private placements.

- *School-Age Child Care.* Multi-service after-school child-care programs can be developed through cooperation between the schools and local YM/YWCA's, Boys' and Girls' clubs, churches, synagogues, day-care centers and other community service providers.

- *In-School Counseling and Mental Health Services.* School-based counseling and therapy for students and their families, psychological assessment services, staff development in child development and mental health issues, awareness training for teachers and students in child abuse and drug/alcohol abuse, and many other programs can be provided through cooperation between mental health agencies and the schools. Services may be free of charge if agencies have access to third party payments and federal and state grants. At the same time, the agencies can gain access to potential clients by reaching out to the schools.

- *Programs for Pregnant and Parenting Teens.* Schools, mental health clinics, city/town departments of social services, and public welfare, child, and family services agencies can coordinate their efforts through cooperative relationships that enable school-age parents to complete their education as they are supported through the pregnancy/parenting experience.

How Community Education Benefits the Schools

The community education approach can help schools deal with two major challenges: (1) the need to maximize the resources available to the schools in a time of declining enrollment and shrinking financial support for educational programs, and (2) the need to prepare students for life in our rapidly changing and increasingly complex society.

Specifically, community education principles can help the schools to meet these needs by:

- Building public support for education
- Providing a cost-effective means to improving curriculum and instruction
- Creating cooperative relationships between the home, school, and community

Community Education Builds Public Support for Education. When educational programs are developed with community input and based on community needs, citizens learn that the schools are responsive to their concerns and are meeting their expectations. Parents of school-aged children and other citizens gain a sense of ownership of public education and an appreciation of where their tax dollars are going. Programs that bring the community into the schools and into contact with teachers and students also can help them to develop more appreciation for schools and school personnel and a feeling of ownership and pride. In addition, when citizens see where their taxes are going, and when they gain more of a voice in how that money is spent, they are likely to increase their support for school spending.

Community Education Provides a Cost-Effective Means for Improving Curriculum and Instruction. By making available a vast array of community resources, the community education approach substantially improves the quality of education at very little extra cost. For example:

- The quality of education in a community improves when school volunteers provide classroom enrichment services and individual tutoring. A part-time coordinator (an existing school staff member or community volunteer) can facilitate the contribution of thousands of hours of volunteer assistance in the classroom or can develop student internships in community settings.
- When citizens and organizations donate time, materials, facilities and even money, many new programs become possible. In this manner, community education more often than not pays its own way.
- When students use the community as a resource for learning, their education often becomes substantially more meaningful to them. Community-based learning activities, such as exploring careers through internships in area businesses, learning about social problems by investigating them in the community, and learning about government and the legal system by seeing them in action, can be made available through this approach at no additional cost.

Evidence also suggests that the implementation of the community education approach leads to increased student achievement and decreased truancy and vandalism. As students see their parents and other community members supporting the learning process, and as they participate in educational programs that meet their needs, they develop a more positive attitude toward the schools and their own education.

Community Education Creates a More Cooperative Relationship Between the Home, the School, and the Community. The community education approach brings the home, the school, and the community together to foster the best possible education for young people. Through this partnership, parents and other community members join teachers and administrators in planning education programs and parents learn to become more effective home tutors and counselors. Instead of blaming each other for the shortcomings of today's schools and today's students, educators, parents, and other community members can come to share accountability and join forces to support and strengthen the educational process.

How Community Education Benefits the Community

In the process of strengthening education, the community education approach benefits the community in the following ways:

- Students are better prepared to become contributing members of society. Community-based educational experiences can help students to become more aware of community problems, better acquainted with current technology and business practices, better prepared to enter the workplace, and more aware of their rights and responsibilities as members of the community and the work force.

- Individuals who contribute time and resources to the educational process often find that their experience is satisfying and worthwhile.

- Organizations that contribute to education improve their community image.

- Communities save money when schools and local agencies cooperate. They can share purchases, coordinate the delivery of services such as psychological counseling and job training to avoid duplication, and engage in town-wide planning for capital outlays and spending priorities.

- Democracy and the local system of governance are strengthened through citizen involvement in the educational decision-making process. This involvement can help citizens to become better informed about the governmental process, more concerned about decisions that affect them, and more willing to plan for a better tomorrow.

- Citizens who work together to improve their schools and their communities develop local relationships and a sense of connection to others in the community.

Community education is, therefore, a process through which communities improve and revitalize their schools, and, in doing so, invigorate and enrich themselves.

Community Education in Massachusetts

Various forms of citizen involvement and school-community partnerships have existed for a long time in Massachusetts' schools. Today, school systems throughout the Commonwealth are involved in many community education activities. What is new, however, is a growing recognition of the potential of these practices for helping our schools to meet the challenges confronting them. Recognizing this potential, the Massachusetts Board of Education, in its "Policy Paper on Community Education," encourages local school systems to make the community education approach their basic operational philosophy and "way of doing business."

During the past two decades, several trends contributed to the growth of community education in Massachusetts and elsewhere. In the 1960s and early 1970s many community schools were created and administered by community advisory councils to meet the local demand for lifelong learning. They drew on the vast array of community resources in their educational programming and often used existing school facilities after regular school hours.

At the same time, other developments led to the incorporation of the principles of community education into the K-12 curriculum. For example, many federal and state programs mandated or encouraged local planning and needs assessment and required parent involvement in decision making and program planning. Schools also began to integrate themselves into community life and to base their curricula on the issues of the community. In addition, declining enrollments and shrinking resources led many school systems to look outside the schools for additional resources to keep their programs viable. As a result, many partnerships between schools, businesses, and other local organizations were created. The expanded and enriched educational programs that resulted, as well as the recognition by the community of the value of its contributions, have led to the increasing acceptance and adoption of the community education approach.

CHAPTER II

A STATE PROJECT FOR PROMOTING K-12 COMMUNITY EDUCATION: THREE CASE STUDIES

Introduction

In the summer of 1982, representatives from several communities interested in using the community education approach to develop local school programs gathered in Sandwich on Cape Cod for a two-day conference sponsored by the Massachusetts Department of Education. The conference was organized as the initial phase of a project designed to promote the infusion of community education principles and practices into K-12 school systems by (1) providing technical assistance to communities wanting to implement community education principles and (2) developing demonstration models on how the community education process could be used by K-12 school systems to capitalize on their community resources and strengthen their educational programs.

Three model projects developed out of that conference. The project sites (Boston, Falmouth and Uxbridge) were chosen because the communities were widely diverse in their geographic location, their socio-economic profiles, and their population densities. Each project focused initially on one of the three key community education principles: community involvement in educational decision making, use of community resources, and agency-school cooperation. This varied focus, plus the selection of such diverse communities, has helped to make these demonstration projects as widely applicable and replicable as possible.

This chapter describes the goals, implementation steps, and accomplishments of the three projects and documents the community education process used in developing each of them. This process included:

- *Forming a project planning team* composed of members such as teachers, school administrators, parents, other community members, and staff from the Massachusetts Department of Education's Community Education Office.
- *Building awareness* of the community education approach and its applicability to K-12 education.
- *Assessing needs* in the schools and in the community.
- *Setting project goals* and objectives.
- *Implementing* a community education project.
- *Evaluating* the project's results.

In Chapter III this process, which can be adapted for use in any community, will be described in more detail.

The Uxbridge Project

Overview

The Uxbridge project greatly increased school-community collaboration and citizen involvement in educational planning and decision-making. Through the project, a school-community task force developed a statement of philosophy and goals for the school district and conducted an educational needs assessment of the Uxbridge community. In addition, citizen advisory councils were created at the elementary and middle schools in order to promote parent and community involvement in decisions about policy and program development. With these channels for citizen input in place, many initiatives were developed to make greater use of community resources in the instructional process, including a computerized "bank" of community resources, a school volunteer program, a school-age child care program, and many enrichment activities.

Community and Site Profile

Uxbridge is an industrial town in south-central Massachusetts with approximately 8,000 residents, largely descendents of Italian, Irish, French, and Polish immigrants. Its major industry is the Stanley Woolen Mill, which employs 200 people. The school system serves 1,469 students in two elementary schools, one middle and one high school, with approximately 115 professional staff employed by the schools.

Before the project began, there was little evidence of the community education process in the Uxbridge schools except for a Vocational Education Advisory Council. However, in 1981, a new superintendent was hired who was deeply committed to citizen involvement and has since served as the chairperson of the Massachusetts Community Education Advisory Council.

Origin of the Project

Just four days after Superintendent of Schools Michael Ronan took office, a town meeting rejected an appropriation for the school district. "I took that to signify that the schools had not been responsive to educational needs — that there was a rupture in the relationship between the schools and the community," Ronan said. "I also suspected that there was no real shared vision of what the schools should be doing." In response, Ronan began the task of developing an understanding in the community of what the schools

were trying to do and involving the community in setting and achieving educational goals.

During his first year, Ronan involved community representatives in the development of five-year curriculum and capital outlay plans and in the development of a new health curriculum. The curriculum plan called, in part, for increased parent participation in the schools and the development of a statement of philosophy and goals based on community input. Recognizing that outside technical assistance would be needed in order to plan and implement these and other community education initiatives, Ronan organized a school-community planning team (composed of himself, two parents, a teacher, and two principals) that attended the August, 1982, community education planning conference at Sandwich, Massachusetts.

Goals/Focus of the Project

At the planning conference, the team identified the following "first steps" for infusing the community education process into the Uxbridge Public Schools:

- Develop a statement of philosophy and goals
- Conduct an educational needs assessment
- Begin developing a system of program evaluation
- Develop community advisory councils at the elementary and middle schools to assist in implementing the aims delineated through the needs assessment

The team's goal was to develop community consensus on the needs that the schools should be addressing and to create permanent structures — community advisory councils — for community involvement in the development and implementation of programs to meet those needs.

The Project Team

As the project moved from the planning to the implementation phase, the original planning team was replaced by a series of school-community task forces. For example, a 17-person district-wide task force, composed of parents and school personnel, developed philosophy and goal statements and a needs assessment. Parent-teacher planning groups at the elementary and middle schools organized advisory councils. Another district-wide team composed of administrators, teachers, and parent representatives from the councils later helped create a school volunteer program and staff from the Community Education Office of the Massachusetts Department of Education provided technical assistance to all of these groups. This process of developing ad-hoc school-community planning groups for specific projects helped to maximize the number of citizens and school personnel who were involved, and balanced the composition of each group as appropriate for the required tasks.

The Action Plan

The original action plan developed for this project outlined a one-year period for developing the philosophy and goals, a needs assessment, and an initial system of program evaluation, and a two-year plan for fully developing citizen advisory councils. Action plans for the third and subsequent years of the project were to be developed by the newly created community advisory councils.

The action plan included strategies for:

(a) **building** awareness of the goals and process of the community education approach,
(b) **assessing** educational needs,
(c) **implementing** activities promoting citizen involvement in decision-making and activities, and
(d) **evaluating** program results.

To **build awareness** about the community education approach:

- Superintendent Ronan and staff from the Massachusetts Department of Education gave presentations to the School Committee, administrators, faculty, and to task force and advisory council members.
- Statements about the community education process and school-community collaboration were included in the five-year curriculum and capital outlay plans, in the school system's statement of philosophy and goals, and in a specific School Committee policy statement.

A **needs assessment** was accomplished through:

- A formal survey of a random selection of key groups in the Uxbridge community
- Continued dialogue with the citizen advisory councils

The **implementation activities** promoting citizen involvement and use of community resources are listed under the year-by-year descriptions below.

Evaluation activities included:

- Refining testing programs to measure various cognitive and academic goals
- Developing formal and informal mechanisms for obtaining parental and teacher feedback

Year #1: 1982-1983

The first year of the project was devoted to developing a statement of philosophy and goals, conducting a needs assessment, and forming community advisory councils. Community volunteers for the task force on philosophy and goals were recruited through newspaper articles, paid advertisements, and notices sent home to parents. Seventeen parents and school personnel served on the task force. After reviewing other districts' statements of philosophy and goals, the task force prepared a draft statement for the Uxbridge district which was sent to all school personnel for comment and input. A revised statement was then submitted to the School Committee's Policy Subcommittee. After review and a public hearing, the School Committee approved the statement in March, 1983.

The goals in the approved policy formed the basis of the needs assessment. The survey measured community opinions about the relative importance of the various goals and community perceptions about how well the goals were being met. Representative samples of six groups were surveyed: parents of Uxbridge school children, residents with no children in the schools, high school seniors, recent graduates of Uxbridge High School, public school personnel, and Uxbridge employers. The results indicated that all of the groups supported the priorities, outlined in the Five-Year Plan on Curriculum Development, which included increasing parent participation and school-community collaboration. The needs assessment thus reinforced the general thrust of the community education effort.

While the task force worked on the needs assessment and the statement of philosophy and goals, work was also being done to organize the citizen advisory councils. A staff member from the Massachusetts Department of Education's Community Education Office spoke to faculty, administrators, and parents about the role and functions of advisory councils, helped form the two groups, and met monthly with council members to help them develop appropriate group process and organizational skills. Once school administrators and interested faculty and parents were oriented to the council concept, council planning teams were formed at each school. These teams set initial goals for the councils and formed selection subcommittees to recruit a representative group of members. Once the councils began meeting, work began on developing by-laws and setting council goals for the following year. In the process, the Massachusetts Department of Education staff member presented workshops on goal-setting and by-law development.

Year #2: 1983-1984

During the project's second year, the councils began to play an important role as sounding boards for school-initiated projects and policies and as sources of new ideas for program and policy proposals. For example, through council initiatives, a student fingerprinting program was carried out, an honor society was established at the middle school in order to encourage student achievement, and a new playground was built at one of the elementary schools. Not content to simply react to ongoing policies and suggest new programs, the councils also began to raise money to fund their ideas and to run some of the programs themselves. Among other projects, the councils organized and funded in-school enrichment activities, including guest artists, story-tellers, and theatrical presentations, and after-school activity programs offering arts and crafts, music instruction, and recreation. The councils also organized and offered parent-education programs in such areas as child development, parent-child communication, child abuse, and substance abuse prevention. During each council's monthly meeting, the Department of Education staff person presented workshops on group process, leadership, goal-setting, planning, and other organizational issues relevant to council functioning.

Year #3: 1984-1985

During the project's third year, the councils continued to organize enrichment activities, provide advice on policy development, and improve home-school communication by publishing frequent newsletters and sponsoring a middle school newspaper. At the middle school, parent feedback led to a change in the district's policy on academic eligibility for interscholastic athletics. Also, since many parents wanted to become more involved in ongoing school programs, the councils supported the development of an organized school volunteer program to coordinate and manage parent and community involvement in the classroom. In response, a school-community planning team, composed of Superintendent Ronan, two representatives from each council, and one administrator and one teacher from each school, was created to oversee development of such a program. By March, 1985, a set of program goals and objectives, a policy statement, and a job description for a volunteer coordinator were developed and plans were made to begin the program in September.

The school-community planning team also responded to parents' requests for more after-school activities and child-care by exploring the possibility of setting up an organized school-age child-care program. The Community Education Office helped to link the team with the School-Age Child-Care Project at the Wellesley College Center for Research on Women, and by March a program proposal had been developed and approved by the school committee.

In addition to these council-initiated projects, other initiatives were being pursued to make more community resources available to the schools. For example, the Vocational Education Advisory Council, in collaboration with the Blackstone Valley Chamber of Commerce, developed a computerized "bank" of community resources. In addition, partnerships were formed with such community organizations as Nichols College, Central New England College, and Data General Corporation in order to provide enriched learning opportunities for Uxbridge students.

Step-by-Step Implementation Process

Year 1: 1982-1983

- A district-wide task force reviewed statements of philosophy and goals from other Massachusetts school districts.
- A completed draft of the goals statement was sent to all school personnel for comment.
- A revised statement was submitted to the School Committee's Policy Sub-Committee.
- A public hearing was held on the proposed statement.
- The School Committee approved the statement.
- A task force developed a needs assessment survey to measure community perceptions and opinions on the goals listed in the statement.
- The needs assessment survey was sent to a representative sample of Uxbridge residents and school personnel to validate the goals and to determine areas needing improvement.

To organize the citizen advisory councils:

- A consultant from the Massachusetts Department of Education's Community Education Office oriented school principals to the advisory council concept.
- Open meetings were held at the elementary and middle schools to introduce the council concept. Planning committees were formed at each school.
- Committees were formed to recruit a representative group for permanent council membership.
- The Councils met, elected officers, and began work on by-laws.
- The councils set goals for the following year.
- Council goals were included in the district goals approved by the School Committee.

Year #2: 1983-1984

- The councils met on a regular monthly schedule, initiated policy suggestions, organized enrichment activities, and raised funds.
- The councils received training from a Department of Education staff member on group process, leadership, goal-setting, planning, and other organizational issues.

Year #3: 1984-1985

- The councils continued meeting and developing projects.
- A district-wide school-community planning team organized to explore the development of a school volunteer program and an after-school child-care program.
- A planning team developed volunteer program goals, a coordinator job description, and an action plan for program development.
- The teachers' needs for volunteers were assessed.
- The parents' needs for after-school child-care were assessed.
- The team developed goals, job descriptions, and guidelines for a school-age child-care program.

Major Accomplishments and Successes

- **Citizens became involved in educational planning and decision-making.** By participating on task forces and planning groups, and through public hearings, citizens significantly influenced the statement of philosophy and goals and the needs assessment survey. As advisory council members, citizens also were involved in the following activities:
  - Organizing cultural enrichment activities
  - Organizing a fingerprinting program for students
  - Developing an honor role policy at the middle school
  - Drafting an academic eligibility policy for interscholastic athletics
  - Revising the school transportation policy
  - Developing a student discipline handbook and a new health curriculum that included education about human sexuality
  - Constructing outside educational play areas
- **Parents and teachers participated in screening candidates for administrative positions.** In the process, many parents realized that if they got involved, they could have an impact. "If the school did something we didn't like, the consensus used to be 'Oh, well, you can't change the system,'" said Sylvia LaFlamme, first president of the middle school advisory council. "Through their involvement on the councils, many parents now realize that they can."
- **With the help of the parent advisory councils, many community resources were brought into the schools to enrich and enhance the curriculum.** The councils initiated a more organized school volunteer program and raised significant amounts of money (more than $15,000) to fund field trips and construct two new playgrounds. In the process, the councils made the community education ideal a reality by drawing upon community resources to meet their own educational needs and those of their children.
- **Parent-teacher communication and relationships improved as parents became involved on school-community planning teams, collaborated on many activities, and helped in the library and in some classrooms.** According to Fran Limanek, elementary parent advisory council president, "In general, teachers now seem friendlier to parents. They aren't afraid any more of having us in the school because they see we are there to help them do what they want to do."
- **Parents and other community members are more up to date about school activities and are generally more knowledgeable about what is going on in the schools.** Newspapers produced by the elementary and middle school councils, parent-teacher dialogue at the council meetings, and parent participation on other task forces all contributed significantly to community awareness.
- **Additional community resources are more available to the schools** through the computerized bank of community resources and partnerships with Nichols College, Central New England College, and Data General Corporation.

Factors Critical for Success/
Implications for Replication

- **Strong leadership from Superintendent Ronan was undoubtedly the key factor influencing the success of this project.** He introduced the community education philosophy to the Uxbridge system, articulated the benefits of that philosophy to the School Committee, principals, teachers, and community members, modeled strategies for working with parents and other citizens, and organized and facilitated program development. He used his position and leadership ability to involve the community in the decision-making process. As he noted, "I want to share the power of running the school district." By sharing his power, he was able to increase his power in terms of effecting change in the system. By empowering the community advisory councils, he gave the community a voice in running the schools. In the process, the community developed more of a sense of ownership of the schools and more of a commitment to the school system.

- **Strong policy support from the School Committee was another important factor.** In policy statements, such as the statement of philosophy and goals, the committee strongly endorsed the community education philosophy. One of the goals listed in that statement, for example, was to "develop an active partnership with parents and the community."

- **Enthusiastic support and hard work by a core group of parents enabled the elementary and middle school councils to develop and function,** despite apathy from many parents and passive response from some teachers and administrators.

- **Technical assistance from outside consultants was critical.** Consultants helped with developing the philosophy and goals, conducting the needs assessment, training administrators and teachers to work with advisory councils, training council members in group process and leadership skills, and developing projects such as the resource bank and school volunteer program. "If we had not had technical assistance from the Department of Education, we would not be able to list these accomplishments," said Superintendent Ronan.

The Falmouth Project

Overview

The Falmouth project led to the development of a broad-based school volunteer program that includes the following components: in-school tutoring, clerical work, and classroom enrichment activities; mentorships through which students are paired with adults who have expertise in the area of the students' interest; internships through which students gain work experience in area businesses and town offices; and student volunteer opportunities through which students perform community service. The program began at Falmouth High School and later spread to other schools in the district. A school-community planning and implementation team, composed of administrators, teachers, and community representatives, played a major role in the development and expansion of the program.

Community and Site Profile

One of the 15 towns on Cape Cod (Barnstable County), Falmouth has a year-round population of 23,600. The median age of the residents is 30.8 and nearly 20% of the population is over age 60. There are five elementary schools (K-4), two intermediate schools (5-6 and 7-8), and a comprehensive high school (9-12). The average student population in each of the above three levels for school year 1984-1985 was 1,500. About 2,000 people have enrolled each year in evening adult education courses developed by an energetic and effective Community Advisory Council.

Falmouth contains a wide array of community resources, including a well-developed network of human and social service agencies, a community hospital, active performing arts and artists' groups, a senior citizens' council and center, and internationally known scientific institutions. All these groups contribute to the cultural, social, and educational welfare of the town. As this project began, there was a cooperative attitude between the schools and other human service agencies and organizations in the community. However, very little joint educational planning had taken place.

Origin of the Project

According to Falmouth High School Principal Peter Clark, in the early 1980's Falmouth High School administrators began looking for ways to strengthen their ties to the community and to increase community and parent involvement in the school. At the same time, several members of the Community Advisory Council became interested in trying to help the K-12 schools become more open to community involvement and input and make use of the vast array of local resources. Recognizing their mutual interests, representatives of these two groups joined forces and accepted an invitation from the Department of Education to attend the two-day community education planning conference in August, 1982. Those attending this conference included an assistant superintendent, the high school principal, the high school house master, a high school teacher, three members of the community schools council, a representative from the local League of Women Voters, and several other community representatives.

Goals/Focus of the Project

At the conference, resource people from the Department of Education helped the team to develop a careful plan for a community education project which would address the goals that the team identified. These goals were:

- Expand the resources available to the schools to achieve their tasks
- Increase student awareness of and participation in volunteer activities and learning opportunities in the community
- Increase home and community awareness of school programs

The vehicle envisioned by the committee as a means for achieving these ends was a broadly defined School Volunteer Program, which came to be known as the Volunteers in Public Schools, or VIPS Program. Defining a "volunteer" as "any individual or group which contributes time and talent to the fulfillment of school related tasks," the planning team included the following components in its list of long-range objectives for the program:

- In-school tutoring, clerical work, and classroom enrichment activities
- Partnerships with area businesses and other institutions which would provide students with out-of-school opportunities for internships and volunteer service experiences
- Leadership of neighborhood discussion groups

The various components were to be developed first in the high school and later in other interested schools in the community. The volunteer program was chosen as the project focus because, according to Clark, "It was a specific enough program that we could get people to work on it and make clear progress toward our broad community education goals, and it was something that could meet the concrete needs of teachers in the school. I also felt I could get broad faculty support for this kind of program and then perhaps broaden it from there."

The Project Team

As the project developed, the planning team was enlarged and transformed into a school-community implementation team that would oversee development of the program. The team, which was chaired by Peter Clark, principal of the high school and project coordinator, was expanded by the inclusion of a high school guidance counselor, a parent of a high school student, and representatives from the School Committee, the local branch of the American Association of Retired Persons, the Falmouth Chamber of Commerce, and the local chapter of Veterans of Foreign Wars. In expanding the team, an effort was made to include representatives from groups that would be implementing the program and individuals who would be useful in recruiting volunteers. In subsequent years, as community-school partnerships and mentorships were sought out, additional members were added, including the owner of a local printing company, a member of the Council on Aging, and a representative from the Woods Hole Oceanographic Institution. A staff member from the Department of Education's Community Education Office provided assistance with planning and helped to provide access to other outside resources, such as materials from other school volunteer programs. This Department staff member met frequently with team members, helping them to work together as a group, translate their broad goals into a clear statement of objectives, and develop an action plan.

All decisions about overall direction, policies, and practices of the program were made by consensus at the implementation team's monthly meetings. Between meetings, the team worked effectively in subcommittees, dealing with such areas as assessment procedures, public relations, and recruitment. The subcommittees made recommendations to the full team, which made the final decisions. The nature of the subcommittees varied from year to year, based on the phase of development of the project.

The Action Plan

The three-year action plan developed by the planning team listed the steps to be taken in working toward the program goals. Included in the plans for each year were activities designed to:

(a) **build awareness** of community education practices and principles,
(b) **assess** needs and capacities,
(c) **implement** program activities, and
(d) **evaluate** the program developed.

Awareness-building activites included:

- Presentations to the superintendent, school faculty and administrators about community education and the goals of the project
- Newspaper and radio publicity
- Production of a slide-tape presentation
- Speaking engagements at various organizations in the community
- Publication of a program newsletter

Assessment activities included:

- A pre-project assessment of school-community perceptions of community involvement in the schools
- Needs assessments for each component of the program, including:
  - Teachers' needs for volunteers
  - Volunteers' needs for supervision and training
  - Students' needs for various kinds of internships, mentorships, and community service opportunities.

Program implementation activities will be described below in the year-by-year narratives.

Evaluation activities included:

- Evaluation of the forms and procedures used in the pilot phase of the project
- Volunteer-teacher-coordinator conferences
- Group meetings with teachers and volunteers
- Daily log books
- Questionnaires

These evaluation activities were used in an ongoing way to evaluate the program structure and procedures, volunteer performance, and teacher-volunteer relationships.

The following is a year-by-year account of how the project was implemented, showing how activities in each of the above categories were included in each phase of the project.

Year #1: 1982-1983

The first year of the project was devoted to conducting careful needs assessments, developing systems, procedures, and forms for volunteer program management, and building program awareness. The first steps taken were to review the structure of other volunteer program throughout the state and to survey teachers' needs for volunteers. During the year, subcommittees developed volunteer job descriptions and teacher and volunteer orientation programs and established procedures for outreach, recruitment, screening, matching volunteers with teachers, and teacher-volunteer communication and supervision. Lists of organizations and agencies that could potentially contribute to the program were developed. Because of the large number of retired citizens in the community, the team decided to concentrate initial recruitment efforts on the retired population.

Year #2: 1983-1984

During the fall of the second year, the tutorial/service component of the project was implemented on a pilot basis and ten volunteers were placed at the high school. Forms and procedures for recruiting orienting, supervising, and communicating with volunteers were monitored, assessed, and adjusted accordingly. A volunteer, working two days a week, coordinated the recruitment, matching, orientation, and supervision process.

By the end of the school year, more than 20 volunteers had been placed. The activities performed by the volunteers included, for example, tutoring foreign students in English, working with small groups of special needs students, helping students work on projects in the metal shop, answering the phone in the guidance office, and operating a machine in the school's copy center.

Meanwhile, the implementation team continued to meet in order to monitor program development, develop procedures for volunteer recognition, and plan the implementation of the other program goals. Subcommittees on partnerships and mentorships explored ways to develop these components. In the spring, the first formal partnership arrangement was established, enabling students to intern at a local real estate office.

During this second year of the project, a grant from the Commonwealth Inservice Institute was used to obtain the services of a consultant, Carol Kinsley, Director of the Springfield School Volunteer Program, who provided assistance in program development. Staff from the Department of Education's Community Education Office also continued to work with the program team, providing process consultation and access to other program models.

Year #3: 1984-1985

By the middle of the third year, thirty-three volunteers were working in the high school, the first volunteers were piloted in the middle school, and plans were underway to place volunteers at one of the town's elementary schools. Careful procedures for screening, matching, and orienting volunteers and teachers were followed at these schools, as they had been at the high school, in order to insure that the programs got a successful start.

At the same time, the coordinator and various implementation team members worked on developing partnerships that could provide sites for student internships, based on a survey that yielded information on the kinds of internships in which students would be interested. The Falmouth Town Hall and senior citizen center, along with several area businesses, were included on the list of potential sites for internships and community service experiences.

As the program grew, the management of the program became more structured. A subcommittee of the implementation team developed plans for a body that could become either a permanent board of advisors or an incorporated board of directors. Also, in the second half of the year, funding was provided to increase the coordinator's time to three days per week. In addition, a Department of Education staff person continued to provde assistance in planning and program management to the coordinator and the implementation team. As the third year drew to a close, the program was well established, with tutorial/service volunteers working in three schools, program components continuing to grow, and the program structure and management on solid footing.

Step-by-Step Implementation Process

Year #1: 1982-1983

- The planning team met at the community education conference in Sandwich, established goals and objectives, and outlined a three-year action plan.
- The goals and an action plan were approved by the school-community implementation team.
- A teachers' needs assessment was conducted at the high school.
- A survey was conducted of other volunteer programs in the state.
- Job definitions were developed for tutorial/service volunteers.
- Pilot forms and procedures were developed for recruiting, screening, and supervising volunteers.
- Plans were developed for recruiting volunteers.
- A volunteer's handbook was drafted.
- Pre-assessment data was collected on school-community involvement and integration.
- A volunteer coordinator's job description was prepared.

Year #2: 1983-1984

- A coordinator was hired and a program office established at the high school with a phone and conference space.
- Ten tutorial/service volunteer sites were established on a pilot basis for the fall, 1983.
- The implementation team was expanded to incorporate more community organizations and a subcommittee structure was established to increase efficiency.
- A policy statement was developed and passed by the Falmouth School Committee on the use of volunteers.
- The program logo was developed and a brief explanatory flyer on VIPS was printed.
- The superintendent gave permission to the schools to provide free lunches for volunteers on duty.
- A relationship was developed with Volunteers of Cape Cod, a federally funded volunteer support agency in Hyannis, Massachusetts.
- The implementation team visited the Springfield, Massachusetts, volunteer program.
- Subcommittees on the partnership and mentorship elements of the program began to reach conclusions on piloting these components.
- The first formal partnership arrangement was established with the Green Company in Falmouth, Massachusetts, providing a site for student internships.
- The first VIPS newsletter for volunteers was developed, with 8,000 copies printed for distribution through various community organization newsletters.
- A subcommittee was established to consider developing an independent board of directors. This project was undertaken in order to investigate the pros and cons of incorporation and to begin planning for a permanent management structure.
- The first recognition dinner was co-sponsored by the school system and the Rotary Club to honor volunteers, teachers, and others involved.

Year #3: 1984-1985

- A slide-tape presentation was prepared for public relations and recruitment.
- The volunteer coordinator's salary was increased.
- The number of volunteer placements at the high school increased to 33.
- The principal of the middle school visited a team meeting to explore the possibility of expanding the program to the middle school.
- Volunteers began to work on developing a computerized resource bank of enrichment speakers to participate in high school programs.
- Presentations about the program were made to various community organizations.

- Contacts were established with local organizations of artists, musicians, and scientists in order to recruit mentors.

- Students were surveyed about their interest in various internships in order to direct the partnership recruitment process.

- The first volunteers were placed at Lawrence Middle School.

- A meeting was held with faculty at North Falmouth Elementary School to discuss placing volunteers there.

- Funding was provided to enable the volunteer coordinator to work three days per week.

Major Accomplishments and Successes

- **Undoubtedly, the major accomplishment has been the volunteer tutorial and service time provided to teachers and programs at Falmouth High School.** As of March, 1985, 53 volunteers had contributed more than 3,000 volunteer hours, working in English, special needs, foreign language, physics, and home economics classes, the metal and wood shops, the copy center, the guidance office, the nurse's office, and the volunteer coordinator's office. Those services have enabled many students to receive the extra academic help they need, more classes to involve students in hands-on projects and experiences, guidance counselors, teachers, and the school nurse to have more time for students, and students "to get the solid feeling that people care about them and want to make their school experience more positive," according to Housemaster Lou Larrey.

- **Partnerships and collaborative relationships have been established with many businesses, organizations, and community agencies.** Community entities involved in programs include Green Company Real Estate Firm, Cape Cod Printing, Clausen Chevrolet, the Falmouth Town Hall, the Senior Citizen Center, the Council on Aging, the League of Women Voters, the Falmouth Chapter of the American Association of Retired Persons, the local chapter of Veterans of Foreign Wars, the Falmouth Chamber of Commerce, and the Falmouth Housing Authority. These relationships have led to several different kinds of contributions, including:

  - Representation on the implementation team

  - Assistance with volunteer recruitment

  - Donations (averaging $3,000 per year) of printing and production services for program materials, newsletters, and items for the end-of-year recognition dinner

  - Sites for student internships and community service opportunities

  - Creative ideas for program development, management, and public relations

  The relationships that have been established will allow more student internship experiences in the future and encourage the establishment of additional partnerships each year.

- **Planning and implementation teams have involved the public in important educational decision-making.** From the beginning of the project, citizens were involved in goal-setting, planning, and implementation. This collaborative school-community planning process has undoubtedly contributed to the enthusiastic support that the program has received from the school and the community. The program is, in fact, a product of citizen effort and initiative. Team members justifiably feel a sense of ownership and pride in what they have accomplished. In the words of some of the team members:

  > I feel a tremendous sense of achievement seeing the VIPS program in place and becoming more in demand every day. The program is well rooted at the high school level, which is a much more difficult and delicate undertaking than at the elementary level. Our work has shown results. I have nothing but good feelings from having engaged in a process that has resulted in people helping people.

  According to Principal Clark, "It's very helpful to work with a group that you know is concerned and wants to be involved in the process. To use and keep them, you've got to make them a part of the process. I think that keeps the process much more careful, honest, and deliberate."

- **Two-way communication between the school and the community has been greatly enhanced.** This has been achieved through citizen involvement on the planning team, the many hours that volunteers have spent in the high school, and the involvement of businesses and other organizations in school-community partnerships.

According to planning team member, Lou Larrey, "The program has shown the community that the school is not insular; it recognizes resources and is willing to reach out to them, and it is not defensive about its operation." The team members, volunteers, and business people have brought the community perspective into the schools and have brought back to the community information and enthusiasm about school programs.

Factors Critical to Success/ Implications for Replication

- **The planning and implementation team included representation from all crucial school constituencies.** These individuals included teachers, central administration, staff members, the School Committee, and building administrators. In addition, the project had strong support from the outset from top administrators, including the superintendent and the high school principal.

- **By involving school and community members on the planning and implementation team, program initiators ensured that the program was geared to school needs and could make maximum use of community resources.** The Community Schools Council, with its track record for educational decision-making and program development, helped get the community fully involved in this project. In other communities in which citizens have little involvement in educational decision-making, community members might be introduced more gradually to planning teams while trust and respect between community members and school personnel is established.

- **The program developed slowly and extensive measures were taken to provide successful initial experiences.** For example, one volunteer was placed on a pilot basis before the program was fully put into place in order to evaluate the orientation and management procedures that had been planned.

- **All program components, including the tutorial/ service volunteers, partnerships, mentorships, student internships, and student volunter activities were developed on the basis of teacher and student needs.**

- **A program coordinator matched teachers and volunteers, facilitated communication, and helped to resolve problems.** The individual's role was defined very clearly to all involved so that everyone knew the coordinator's responsibilities and knew when they could turn to her for help.

- **All teacher-volunteer relationships were carefully monitored by the coordinator to allow for intervention or changes in assignments as necessary.** In addition, the orientation and supervision procedures that were developed were monitored carefully to ensure that they were achieving the desired results.

- **Experienced volunteers were used very effectively to recruit new volunteers.**

- **Technical assistance in all phases of planning and program development was provided through the Community Education Office of the Massachusetts Department of Education and through a grant from the Commonwealth Inservice Institute.** The consultants spent one day per month in Falmouth and were available for frequent telephone consultation.

The Boston Project

Overview

The Boston project introduced a new climate of cooperation between the Josiah Quincy Elementary School in Boston's Chinatown/South Cove area and the after-school programs run in the same complex by the Boston Community School's Quincy School Community Council. The project brought about improved communication between the staff of both programs, collaboration in meeting the needs of shared students, and more coordinated utilization of the shared facility. Procedures were developed for referring children to the after-school program, holding case conferences on shared children, obtaining public school input into the community school curricula, and developing joint training opportunities for both staff.

Community and Site Profile

The Chinatown/South Cove area of Boston has 4000-5000 residents, commercial property, and a predominance of medical and health education institutions.

The Quincy Community School Complex is a multi-service facility located in Boston's Chinatown and South Cove communities. It houses the Josiah Quincy Elementary School, a Boston Public School serving more than 680 students in grades K-5, the programs of the Quincy Community School, and the South Cove Community Health Center. The Quincy School Community Council, Inc., provides community advice on the role of the community school in meeting local needs.

Until this project began, staff from the community school and the Josiah Quincy Elementary School had little contact with each other except for some informal conferences and occasional collaboration between the community school's after-school and youth English as a Second Language (ESL) programs and the elementary school's bilingual program. No formal channels of communication and collaboration had been established. Such collaboration had been difficult historically because the public school and community school are administratively separate entities, apparently resulting in feelings of competition and a lack of mutual trust and understanding. According to Quincy School Principal Charles Gibbons, the two staff had conflicts even over minor issues such as parking spaces, furniture, and use of space within the building. The Quincy School Complex was deliberately built as a unified multi-service community center, but was not functioning as it was intended.

Origin of the Project

The project was initiated by staff members of the Boston Community Schools central office who were seeking increased collaboration between the public school and community school programs. The fact that the Boston Community Schools are not part of the Boston Public Schools meant that special procedures and new relationships had to be developed. Recognizing that fact, a delegation from the Boston Community Schools, led by William Good, deputy director of field operations, attended the August 1982 community education planning conference in Sandwich, Massachusetts in order to get some assistance in planning and implementing this project. At the conference, Community Schools staff decided to develop a model collaboration project at one school site, which then could be replicated throughout the city. They eventually chose the Quincy School as the project site because, as Good recognized, the Quincy Elementary School principal had a great deal of autonomy in program development and a good relationship existed between the principal and the community school coordinator.

Goals/Focus of the Project

The initial project goal, as conceptualized by Good, Quincy School Principal Gibbons, and Quincy Community School administrative coordinator Robert Bickerton, was "to develop communication between the public school teachers and the teachers in the after-school program run by the community school in order to increase cooperation in the education of children who were served by both programs."

According to Gibbons, to make the project work, he and the other administrators involved agreed not to get bogged down over who had access to chairs and parking spaces in the garage. "Instead, we decided to look at how our programs could overlap and support each other," he said. As the project developed, and staff from both programs explored ways in which they could collaborate, the goal was amplified, clarified, and gradually extended to include other ways to "coordinate and extend cooperation between the public school and the community school through increased staff interaction, program collaboration, and coordinated utilization of the shared facility."

The Project Team

The original project team consisted of a representative from the central office of the Boston Community Schools Program, the community school's program coordinator, its program developer, Eileen Hanson, who became local coordinator of this project, and the directors of its after-school youth ESL program and its after-school day care program. Two months into the project, a representative from School Volunteers for Boston, an agency with ties to both the community school and the Quincy Elementary School, joined the group. A staff member from the Community Education Office of the Massachusetts Department of Education provided the team with assistance in planning and program development. Unfortunately, representation from the Quincy Elementary School was sporadic and inconsistant until the project's third year when the new Quincy School vice-principal, Bak Fun Wong, was able to become a permanent team member. Until that time, the elementary school was represented only at occasional team meetings by the principal, his administrative assistant, or a teacher. Also, the team did not include any parents. Language barriers and scheduling problems made such representation difficult to arrange, and because the team was having trouble getting even school personnel involved in the planning process, the need for parent and community representation was not a priority. Until channels of communication could be opened between both sets of staff, there would be few programmatic issues on which community members could give advice.

The Action Plan

During the first year of the project, the planning team developed an action plan listing objectives and activities designed to:

(a) **build awareness** and under standing of community education and its possible application to their programs, among the public school and community school staff,

(b) **assess** attitudes, needs, and capacities, and

(c) **implement actions** that could achieve the project objectives.

The awareness-building activities included:

- Making presentations about the project to all relevant constituencies and administrative bodies, including Quincy Elementary School teachers, cabinet members of the school site council, Community Council members, the superintendent of the Boston Public Schools, other community school coordinators, and Boston school-based management principals
- Writing articles about the project for publication in the Quincy Elementary School newsletter, *The Boston Globe*, and Chinatown's bilingual newspaper, *Sampan*.
- Holding introductory meetings between after-school program and youth ESL program staff and the Quincy Elementary School staff

The assessement activities included both formal and informal procedures designed to:

- Evaluate attitudes, interests, and awareness of various populations about the educational, cultural, social, and health services in Chinatown. This was accomplished through a survey of Chinatown-area human service providers.
- Identify already existing areas of cooperation and coordination between the public school and community school. This was done through meetings and discussions.
- Assess needs of public school students for community school services through a parent survey.
- Identify areas in which cooperation and coordination could be formalized, extended or expanded. This was accomplished through discussions with relevant staff members.

The implementation activities included various projects and procedures designed to enhance communication between the staff and increase collaboration in planning and delivering services. These activities will be discussed below. No specific **evaluation activities** were planned. The project's success was to be determined through an assessment of whether or not each objective which was written in terms of performance criteria, had been reached.

Year #1: 1982-1983

In December of 1982, following preliminary meetings between the deputy field director of the Boston Community School Program, the principal of the Quincy Elementary School, the administrative coordinator of the community school, and the consultant from the Massachusetts Department of Education's Community Education Office, the project team was formed. After reaching agreement on a set of overall project goals, the team devoted most of its efforts during the next six months to building awareness among the public school faculty of what the community school program had to offer to its students and assessing potential areas for collaboration.

The lack of consistent public school representation on the team made the awareness-building activities particularly important. Toward this end, the community school program developer and after-school program and youth ESL program directors made presentations during the public school faculty meetings and at in-service education programs on how the community school programs could benefit their students. In addition, information about community school programs was included in the elementary school newsletter.

The team also developed two needs assessment instruments for assessing the most productive areas in which to collaborate. The public school and community school faculties were surveyed about their awareness of and interest in services that could be provided through community school-elementary school collaboration and parents of Quincy Elementary School students were surveyed about their children's needs for community school services. From survey results and an assessment by team members of what kind of communication and collaboration would be most useful, the team developed a preliminary action plan for collaboration.

Toward the end of June, 1983, the first steps were taken to widen the channels of communication and begin collaboration on program development and implementation. The community school program directors were taken on a tour of the Quincy Elementary School and introduced to teachers who had students in their programs. In June, several public school teachers attended a community school Open House, providing general suggestions on how the community school summer programming could complement the public school curriculum. Also, the community school's youth ESL program was able to provide needed materials (ESL curriculum and methodology) for the public school bilingual program that had been eliminated due to cutbacks caused by Proposition 2½.

At the same time, the elementary school began to establish collaborative relationships with other agencies in the Chinatown community with which the community school had been working for a long time. With funding provided by Chapter 636, the Chinatown Neighborhoods Arts Center began to provide arts and crafts instruction to Quincy Elementary School students, both in their classroom and at the Arts Center, and instructors from the Chinatown Community Music Center began to provide in-school music instruction. These projects provided enriched learning opportunities for Quincy School students and also helped them to learn about and develop an appreciation for the culture and resources of the Chinatown community. As the first year ended, therefore, there were feelings of accomplishment and high hopes for the future.

Year #2: 1983-1984

The rapid progress of the first year turned out to be a difficult momentum to sustain. The continuing problem of inconsistent Quincy Elementary School representation on the project team made it very difficult to plan and implement specific joint-staff meetings and other forms of collaboration. With little opportunity for specific program planning during the team meetings, the team spent a great deal of time planning assessment strategies and analyzing the many obstacles that they faced. The need that led to the initiation of the project—the need for better communication between the public school and the community school—was making the project itself difficult to implement.

Despite this obstacle, several significant new forms of collaboration were developed:

- Representation from School Volunteers for Boston (SVB) on the project team led to the first ever placement of SVB volunteers in a nonpublic school setting. SVB volunteers used the community school program time to help Quincy Elementary School students with their studies.
- A Chapter 636 project was developed through which community school staff taught ESL to parents of children in the elementary school. This enabled parents to support the public school education of their children and communicate with teachers and administrators.
- An agreement was reached allowing the community school to use the elementary school classrooms for some of their programs.
- Through communication between the youth ESL director and the elementary school's bilingual teachers, a procedure was developed to allow for priority referrals of Quincy Elementary School students to the youth ESL program.

In addition, the Asian-American Resource Workshop (a community arts, culture, and education center), which had previously collaborated with the community school in the development of films and audio-visual projects, sponsored a teacher-training conference offering Quincy Elementary School teachers the opportunity to learn about the history of Asians in America and some of the concerns and problems of the Asian-American community.

Year #3: 1984-1985

During the project's third year, Quincy Elementary School Vice-Principal Bak Fun Wong became an active and consistent team member. Thus, the project could respond more effectively to the needs and concerns of the elementary school faculty, and more consistent and formalized communication networks and procedures could be developed. Vice-Principal Wong and Project Coordinator Eileen Hansen of the community school began to have regular meetings in addition to the team meetings in order to implement project objectives and to explore other possible areas of collaboration.

With this linkage made between the elementary school's vice principal and the community school's program developer, it was possible to facilitate more collaboration between both programs. By March, 1984, specific collaborative activities and procedures were developed through this increased communication. Joint staff training occurred through participation of community school teachers in a Quincy Elementary School in-service program on the use of outside resources in the classroom.

- A procedure was developed to give Quincy Elementary School students priority over other applicants to the community school after-school program.
- Case conferences were held between Quincy Elementary School and community school teachers with students in common in order to share information and discuss students' academic and behavioral progress.
- Open houses were held at the community school in order to obtain suggestions from Quincy Elementary School teachers regarding community school general summer programming and programming to meet the academic needs of specific children.
- An agreement was reached to allow the community school to use the elementary school's computer room after regular school hours.
- Plans also were underway to provide joint training for youth ESL and public school bilingual teachers and to formalize and further increase the frequency of case conferences about children served by both programs.

In addition, the community school and the elementary school began to develop joint programs and to coordinate fund-raising efforts to avoid contacting the same sources. For example, in 1984, a grant was obtained to fund the design and painting of a Chinatown mural, which would be painted by Quincy Elementary School students on a building housing community school programs. Also, a grant was obtained from the Bank of Boston for a special joint arts project, which involved the construction of a pushcart.

After two and one-half years of hard work and sporadic progress, team members seemed to feel that the project was finally on solid footing. Project coordinator, Eileen Hansen, believes that the project now has a lot of momentum. "People here are committed to it and want to complete the initiatives that they've started," she said. "The project now has a life of its own."

Step-by-Step Implementation Process

Year #1: 1982-1983

- The Boston Community Schools deputy field director, Josiah Quincy Elementary School principal, and Quincy School Community Council coordinator met and agreed on general project goals.
- A project team was formed, composed of local implementers and a Massachusetts Department of Education staff person.
- A three-phase action plan (involving awareness, assessment, and action) was drafted.
- Quincy School Community Council program flyers were distributed to teachers at the Josiah Quincy Elementary School.
- After-school program and youth ESL directors toured the Quincy Elementary School and were introduced to many public school teachers.
- The Quincy Community School Coordinator and program directors made a presentation at an elementary school in-service meeting regarding project goals and community school programs.

- An open house was held at the community school for Quincy Elementary School teachers who gave suggestions for community school summer programming.
- A needs assessment survey was distributed to elementary school parents and to teachers from the elementary school and the community school.
- Chapter 636 funding was obtained to support the development of cultural enrichment activities in collaboration with Chinatown area cultural organizations.
- A Quincy School Community Council representative was placed on the Quincy Elementary School Site Council.

Year #2: 1983-1984

- Newspaper articles on the project were written for publication in *The Boston Globe* and *SAMPAN*, Chinatown's bilingual newspaper.
- School Volunteers for Boston placed volunteers in the community after-school program to provide tutoring for Quincy Elementary School students.
- Quincy Community School developed a Chapter 636 program to provide ESL training to parents of bilingual elementary school students.
- An agreement was reached between the Quincy Elementary School principal and the Quincy Community School administrative coordinator regarding non-human resource sharing (chairs, classrooms, etc.).
- Procedures were developed for making priority referrals of Quincy Elementary School students to the community school youth ESL program.
- A Memorandum of Agreement established a system of communication and negotiation between administrators of both programs.
- The Asian American Resource Workshop offered a teacher-education workshop on Asian-American history.

Year #3: 1984-1985

- The action plan was revised and reorganized to reflect progress to date and current needs and capacities.
- The elementary school vice-principal and community school program developer began to meet regularly to facilitate collaborative planning.
- Procedures were developed for making priority referrals of Quincy Elementary School students to the Quincy Community School after-school program.
- Elementary school and community school staff held case conferences regarding shared students.
- A team member from School Volunteers for Boston provided joint training to elementary school and community school staff regarding the use of outside resources.
- Procedures were developed for crisis and pre-crisis intervention for shared students.
- Open houses were held to obtain input from elementary school teachers about community school summer programming.
- The community school obtained permission to use the elementary school computer room after regular school hours.

Major Accomplishments and Successes

Despite the significant obstacles faced by the planning team, this project was successful in achieving its basic objective of extending and formalizing cooperation between the Josiah Quincy Elementary School and the Quincy Community School. Channels of communication were established and procedures were developed to provide the groundwork for more collaboration in the future. Perhaps the key accomplishment of the project was the development of basic trust between the elementary school and community school staff. "As the frequency of contact increased, our trust level and understanding of one another increased," according to Quincy School Vice-Principal Wong. "We know now that when our kids go to the community school programs, they will serve them well. We also know that when community school staff members ask for student information, it's for the good of the kids." According to project team member David Gordon, "The problem of territoriality and competition diminished as people began to work together." Some tangible accomplishments that led to or resulted from that increased trust are as follows:

- **The level of communication and frequency of contact between elementary school and community school administrators and teachers have increased substantially.**
  - The elementary school principal and community school coordinator have met on several occasions to develop goals for the project and to develop a memorandum of agreement regarding shared use of the facility.
  - The elementary school vice-principal and community school program developer now meet on a regular basis to plan and facilitate staff development.
  - Elementary school and community school teachers initially held formal meetings to exchange information about shared students. With these relationships established, it became possible for the teachers to meet together informally whenever they saw the need. According to project coordinator, Eileen Hansen, "To me, the most significant accomplishment of the project is to have individual teachers on the community school side talk to individual teachers on the elementary school side. Through that communication, the education of children can be accomplished in a much fuller sense."
- **Both staff are sharing curricula, have begun collaborative program planning, are developing consistent educational and behavioral approaches for individual children, and are coordinating the use of outside resources.**
  - The community school youth ESL staff shared their curricula and many educational materials with the elementary school bilingual teachers.
  - Elementary school teachers attended three Open Houses at the community school to provide suggestions on how the general summer programming at the community school could support the elementary school's academic program and to discuss specific tutorial services for individual students.
  - Elementary school and community school staff held case conferences to discuss the academic performance and behavior of shared students and to discuss strategies for dealing with them.
  - Volunteers from School Volunteers for Boston were used in the Quincy Community School summer and after-school programs to provide tutorial services to Quincy Elementary School students.
  - Priorities were established for referring Quincy Elementary School students to the community school after-school program and youth ESL programs.
  - Community school teachers joined the elementary school staff for training on the use of outside resources in the classroom.
  - Agreements were reached to allow for more use of Quincy Elementary School space by community school programs.
  - The after-school programs are allowed to use Quincy Elementary School classrooms.
  - Many community school staff meetings are held in Quincy Elementary School classrooms.
  - Plans are being developed to allow the after-school program to use the elementary school computer room and a special English-Chinese computer program.

According to vice-principal Wong, "We used to let them only into the backyard, so to speak. Now, with our trust level so much higher, we are inviting them into the livingroom."

- **The Quincy School Community Council's ongoing links to neighborhood and community agencies helped the elementary school to establish new collaborative relationships with those agencies. This relationship helped to bring community resources into the schools and to bring students into the community.**
  - The Chinatown Neighborhood Arts Center provides arts and crafts training and activities at the center and in the Quincy Elementary School.
  - The Chinatown Community Music Center provides music instruction to Quincy Elementary School students.
  - The Asian-American Resource Center provides video resources and also sponsored a teacher-education workshop on Asian-American history.
  - Quincy Elementary School students will be helping to design and paint a Chinatown mural in a project developed by the Quincy School Community Council and the Quincy Elementary School.

Factors Critical for Success/ Implication for Replication

- **The central office of the Boston Community Schools Program and the community school coordinator were strongly committed to the project.** This commitment allowed the community school staff to spend a great deal of time and energy on the effort, despite the often slow and frustrating rate of progress.
- **Vice principal Wong's representation on the project team made real joint planning possible.** Lack of consistent representation from the elementary school during the project's first two years made progress slow.
- **An outside agency, School Volunteers for Boston (SVB), was very helpful in building bridges between the two programs and helping them to develop joint projects.** According to David Gordon of SVB, "We carried out an extension to our role in the school. We exist to help teachers build links between themselves and outside resources. Here, we are helping the elementary school teachers to collaborate with the resources of the community school program for the benefit of their students."
- **Monthly team meetings and an action plan with time lines and assigned tasks helped people remain involved and productive.** According to Project Coordinator, Eileen Hansen, "This project really pushed the elementary school and the community school to improve their communication and get some things on the front burner and get them formalized. We continue to have meetings once a month, and, at those meetings, we have to report on what's happened, so we push to make sure we get things done."
- **A staff member from the Massachusetts Department of Education's Community Education Office worked with project organizers.** The staff member provided the conceptual rationale for the project, organized the project team, facilitated meetings, trained team members in collaboration and decision-making techniques, and helped with the development of objectives, action plans, and appropriate needs assessments.

CHAPTER III

A COMMUNITY EDUCATION APPROACH TO PLANNING AND PROGRAM DEVELOPMENT

The community education projects in Falmouth, Uxbridge, and Boston were developed through collaboration among local school officials, local citizens and community groups and the Community Education Office of the Massachusetts Department of Education. This chapter describes in more detail the collaborative approach used in the development of these projects and explains how that process can be adapted for use in any community.

The Approach to Change

The community education process described in these pages and used in the model projects is based on a set of beliefs about facilitating lasting change in a person or organization. These beliefs, which are outlined below, have implications for the value of directive versus nondirective leadership, the appropriate role of the change agent, and other facets of the planning process.

These beliefs reflect the fundamental principle that people involved in implementing change will become motivated toward the change, develop ownership of the change, and become self-directed to create change if they have, from the outset, some control over the change effort. The following model of project development and explanation of the basic steps in planning and implementation will make clear how to incorporate these beliefs into the change process.

Creating Change:
Principles That Will Help to Ensure Success

Implications for Change Agent	Principles of Change
Don't try to sell people a "bill of goods." Work with them at their level.	1. People must see the need for change and have a basic desire to change.
Find out where people are, where they would like to be and, in a facilitative way, help them to get there.	2. People generally do not change any faster than they gain understanding.
Most innovations require changes in the system to accommodate the innovation.	3. Organizational change is usually the result of one or more of the following factors: — reorganization — external pressure — change in policy
Don't become impatient and dissatisfied with the change process. Be content with small successes.	4. Change is generally an incremental process.
A decision to try a particular innovation should be a group decision.	5. People affected by decisions should have a voice in helping make the decisions.
Change agents are generally more effective functioning as catalysts, process helpers, and resource linkers than as advocates or "experts."	6. People are more receptive to change when they can control it.
Go a step at a time. Do not overlook a critical step in the interest of expediency.	7. Orderly and systematic processes incorporated into the change process enhance the likelihood of success.
Field test the innovation on a limited scale first.	8. Change is best brought about through trying something out on an experimental basis before attempting full implementation.

*Adapted from "Community Education Proven Practices: **Enriching the Curriculum Through Collaborative Relationships."** Utah Department of Education.

The Conceptual Model for Three Year Program Development

A three year model of changing roles and activities involved in infusing community education principles into a K-12 school is presented on page 28. This model, which was utilized at the three project sites, outlines the shift from directive to non-directive leadership of the projects and from outside and top down control to ownership, responsibility, and commitment by local school officials. The model also outlines the three year/three phase process of project development in which the first year was devoted to building awareness, assessing needs, setting initial goals and creating teaming relationships; the second year was devoted to putting the project in place and developing procedures for project management and evaluation; and the third year saw the projects fully integrated and operational. This process may go slower or faster depending on local needs and capacities. The roles and activities involved in this process are explained in the model.

Steps in Planning/ Implementing a Community Education Project

Careful, thoughtful, deliberate planning is a key factor in the success of any community education project. Critical steps in an effective planning and implementation process, based on the key community education principles, include:

In the planning process:

- Developing a project team.
- Assessing the degree and nature of K-12/community education infusion.
- Envisioning ideal outcomes and setting initial goals.
- Assessing the need for the project.
- Assessing resources.
- Developing a project action plan, long term and short term.

In the implementation process:

- Implementing.
- Evaluating.
- Recycling through the planning process.

Developing a Project Team

The heart of the community education process is the local school-community planning team. The planning teams in each of the three model projects outlined in this publication were composed of a local coordinator, a staff member from the Community Education Office of the Massachusetts Department of Education, local school personnel, and community representatives. Basic decisions about the goals, objectives, and activities of the projects were made by these teams. The specific make-up of a team should be determined by the focus of the particular project, in keeping with the principle that those affected by changes should have a say in what changes are made and how they are implemented. The Falmouth project team, for instance, which was involved in developing a school volunteer program, included teachers, administrators, and potential volunteers who would be implementing the project.

The Role of the Department of Education Staff Member. The representative to the teams from the Community Education Office of the Massachusetts Department of Education helped individuals at the local level develop the knowledge and capacity to implement the community education process. That role also can be filled by other outside consultants with the appropriate expertise. In the model projects, the assistance involved a minimum of one day per month in each project community. The specific assistance provided included presenting workshops on community education principles and practices, sharing resources, helping to facilitate team meetings, consulting to individual project implementers, and serving as a sounding board for new ideas and initiatives. The role of the Department of Education staff person was designed to become less directive as time went on and to shift from an emphasis on being an advocate/expert/trainer to being more and more of a collaborator, catalyst, and process helper. This shift is outlined in the model of program development on page 28. As local coordinators and team members developed their knowledge and capacity for leadership, planning, and program development, the Department of Education representative gradually moved away from the projects.

CONCEPTUAL MODEL OF THREE-YEAR PROJECT FOR PROMOTING K-12 COMMUNITY EDUCATION

	Year 1	Year 2	Year 3
Role of State Consultant/ Local Coordinator	Advocate/expert resource linker/trainer Directive Leadership	Collaborator/catalyst/ resource linker/trainer	Collaborator/catalyst/ resource linker/process helper Non-Directive Leadership
Progression of Activities	Build awareness Perform needs assessment Set initial goals Initiate activities Develop teaming relationships Develop and test systems and procedures	Program implementation Systems and procedures in place - ongoing Teacher/administrator adoption Solid teaming relationships at all levels	Criteria for community education/ K-12 integration in evidence Activities initiated by teachers and administrators Systems and procedures fully operational Program evaluation

Adapted from: *Proven Practices in Community Education: Enriching the Curriculum Through Collaborative Relationships*, Utah Department of Education

The Role of the Local Coordinator. The local coordinators were individuals from the local school systems including a principal, a superintendent, and a program supervisor who took on this additional responsibility. Local coordinators were chosen on the basis of the role they played within the school system or because of their personal expertise or commitment to the community education philosophy. Their basic functions were to coordinate the overall planning and implementation process, bring in outside resources as appropriate, plan and facilitate team meetings, be spokespeople for the project in relating to other individuals or groups, and act as a liaison between the team and the Department of Education representative. In the Boston, Falmouth, and Uxbridge projects, school administrators filled this role. In so doing, they had to redefine their administrative function from running the school system to facilitating a collaborative relationship between the school and the community. In general, as projects developed and the role of the Department of Education consultant diminished, the local coordinator and other K-12 administrators and teachers had to take over ownership of and responsibility for implementing the community education philosophy in the K-12 program.

Organizing the Team. The following guidelines, which were adhered to in the model projects, may be helpful to those organizing a planning team:

- A meeting schedule should be set for the year to enable all members to be present at all team meetings.
- Meetings should be held at least monthly and last for at least two hours.
- All meetings should have an agenda that is sent to the membership before its arrival on site. Responsibility for developing the agenda should be shared by the membership.
- The local coordinator or the consultant should serve as meeting facilitator.
- Decisions made by the project team should be binding and those with project wide application should be recorded in minutes.
- Minutes should be taken at all team meetings and disseminated to representatives of all constituency groups, including the central school administration.

Assessing Community Education Infusion:

"Where We Are and Where We Want to Be"

At the start of a project, it is important to assess the degree and nature of community education infusion into the K-12 schools. This assessment can establish base line data which will be useful later for assessing the impact and effectiveness of the project. The process also can help the community assess where it stands on community education practices and where it wants to go. A sample pre-project assessment form can be found on page 30.

By using this form, the planning team can develop awareness of what K-12/community education infusion involves and some possible areas for program development. For a community that already has a project in mind, however, this step is not as critical. The benefit of this assessment is that it can help participants build a common vision of where they would like to go. Such a vision can give the project team an overall sense of direction, a high degree of motivation, and a strong sense of purpose.

Envisioning Ideal Outcomes and Setting Initial Goals

The more clearly a group can articulate its vision of the ideal results of the project, the better chance there is that the vision will become a reality. To establish initial goals, it is important to:

a. Prioritize the areas of need identified and select one as the primary focus area. In Falmouth, for instance, tutorial volunteers were chosen as the initial focus area, with neighborhood discussion leaders placed as the lowest priority.

b. For these areas, develop a shared vision of what the ideal situation would entail. In Falmouth, goals were established regarding the numbers of volunteers throughout the system and the kind of internship and mentorship programs that were desired.

c. Set some initial "realistic" objectives that could be accomplished in working toward the ideal vision during a certain period of time, such as one year. In Falmouth, interim goals were set for each year in terms of the number of volunteer placements and the number of internships.

COMMUNITY EDUCATION/K-12 INFUSION: ASSESSMENT AND GOAL DEVELOPMENT

Possible Areas of Concern	Where Are We Now	Where Would We Like To Be
Use of community resources to enhance curriculum and instruction		
Involvement of public in education decision making		
Life relevant—community centered curriculum development		
Day and evening student enrichment opportunities beyond regular school program		
Volunteer program based on teacher-student-volunteer needs		
Meaningful career exploration		
Two-way communication between school and home		
Resource directory for human, physical and financial resources		
System for linking needs and resources		
Collaboration between K-12 and community school programs		

Assessing the Need for the Project

Before setting more specific objectives and developing a plan of action, it is a good idea to do a more detailed needs assessment that focuses on needs, concerns, and capacities in this particular area. For instance, before specific goals were set for the Falmouth school volunteer program, data was gathered about existing school volunteering, teachers' need for volunteers and attitude toward the project, and potential sources of volunteers. The following questions can be very useful in helping a team to narrow the area of focus and identify the appropriate assessment strategy:

- What do we want or need to know?
- Why do we want to know it?
- How will the information be used?
- Where can we find the information needed to answer our questions?
- How can we obtain this information?
- What useful information sources already exist?
- How can data we obtain be organized, analysed, and presented?
- What people and organizations should be involved in gathering this information?

Assessing Resources

In addition to assessing needs, it is important to assess the human and financial resources available, in the schools and in the rest of the community, to meet these needs. One of the unique and valuable components of the community education approach is its emphasis on looking at all community resources as potential resources for education, and on finding ways to develop and make use of those resources. The resource assessment for the Falmouth school volunteer program, for example, examined potential sources of volunteers in all segments of the community, including parents, senior citizens, businesspeople, and others. The same questions suggested as guidelines for the development of a needs assessment can be used for the development of a resource assessment.

Developing an Action Plan

Using the information gathered through the needs and resource assessments, the project team can set more specific goals and begin to develop plans for how to reach these goals. For this purpose, it can be useful to develop 1) a long-range plan, which can include tentative objectives, activities, and time lines over a three to five year period, and 2) a short range one-year plan, which should include realistic objectives and activities that are tied to a clear time line. The long-range plan can then be revised yearly based on the previous year's results. More specifically, an action plan should include a list of goals, objectives to meet in reaching those goals, activities pertaining to those objectives, and target dates for completing the activities. Such a plan can be laid out as follows: (This example is from the plan for the development of the Falmouth Volunteer Program and can be found on page 32.)

Sample Action Plan

Goal A: **Build Program Awareness**

Objectives	Activities	By When
1. Create clear program definition and goal statement	1.1 Meet with planning committee to identify concerns about program, scope of program.	August 1982
	1.2 Establish with planning committee a broad definition and statement of desired outcomes.	August 1982
2. Develop faculty interest	2.1 Sample attitudes and interests of selected 9-12 faculty.	June 1982
	2.2 Inform 9-12 faculty of plans for program.	September 1982
	2.3 After piloting, solicit faculty ideas and desires for volunteer assistance.	June 1983

Implementation/Evaluation/Recycling Through the Planning Process

As evidenced in the model project case studies, many plans can be broken down into the four key phases of (1) awareness, (2) assessment, (3) action-implementation, and (4) evaluation. Once the action phase is underway, its effectiveness can be evaluated by using the plan objectives as performance criteria. An assessment of the project effectiveness should also include an analysis of the particular factors that created obstacles to implementation and others that contributed to its success. Based on this evaluation and analysis, the long range plan can be revised accordingly and a new yearly plan developed. In this way, ongoing evaluation can contribute to the continual revision and fine-tuning of project plans. Evaluation is not a process that should be saved until the end of a project. Rather, it should be used to monitor a project's effectiveness and feed useful information back into the planning process. In the Falmouth project, for example, continuous monitoring of the procedures used to recruit, orient, and supervise volunteers led to continual revision of those procedures as the project developed.

CHAPTER IV

A RANGE OF STRATEGIES: COMMUNITY EDUCATION PRACTICES IN MASSACHUSETTS SCHOOLS

Introduction:

Levels of School-Community Collaboration

When the community education approach is adopted as the basic method for program planning and development, all three community education principles are utilized as integral parts of that process: (1) citizens are involved in planning and decision-making, (2) all available community resources are used in program delivery, and (3) all possibilities are explored for school-agency collaboration in meeting educational needs.

The most successful K-12 community education programs, those with the strongest public support and the most substantial and creative use of community resources, tend to use the community education approach as a whole. In many cases, however, community education principles are used successfully in isolation. Some communities involve citizens in educational planning and decision-making without using community resources in the schools or collaborating with other agencies. Others make wide use of community resources without involving community members in planning and decision-making. Others collaborate with outside agencies but do not use either of the other two principles.

This chapter presents descriptions of thirty-three programs that provide examples of the kinds of programs and practices that can be developed through the use of one or more of the principles. While many of the programs involve the use of at least two of the principles, most make primary use of one principle and are therefore categorized in terms of which of the three key principles they best exemplify. Those programs making full and integrated use of at least two of the principles are listed under the category of "integrated approaches."

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Programs That Use Community Resources To Enhance Curriculum and Instruction

	Grade Level	Town	Page
Best Bet: Building Excellent Schools Through Business and Education Teamwork	6-12	Burlington	36
City Neighborhoods	6	Boston	38
Community Service Program	12	Easton	39
EPSF: Early Prevention of School Failure (Parent Volunteer Component)	K	Marion/ Mattapoisett	40
Guidance Associates (Volunteer Guidance Department Aides)	9-12	Newton	41
Parent Computer Volunteers	K-5	Quincy	42
Project Blueberry (A Television Production Course Using Community Resources)	11-12	New Bedford	43
Project Coffee: Cooperation Federation For Educational Experience (Occupational Education for Potential Dropouts)	9-12	Oxford	44
Project Sage (Enrichment for the Academically and Intellectually Gifted and Talented)	K-5	Framingham	46
SPANS: Student Pals and Neighborly Seniors (A Community-Based Social Studies Program)	10-12	Lexington	47
SOS: Special Occupational Skills	9-12	Peabody	48
Visions and Vocations/Bilingual Component (Career Education and Vocational Counseling)	9-12	Salem	49
Volunteers in Public Schools (VIPS)	K-12	Greenfield	50

Programs That Involve the Public In Educational Planning and Decision-Making

	Grade Level	Town	Page
Curriculum Evaluation and Revision	K-12	Taunton	51
Developing a School District Philosophy and Goals	K-12	Central Berkshire	52
Elementary Gifted and Talented Program	4-5	Pittsfield	53
Parent Dialogue Groups and Workshops	6-8	Wellesley	54
Parent-School Organization	K-12	Cohasset	55
Public Opinion Poll	K-12	Barnstable	56
Special Education Advisory Council	K-12	Scituate	57
Superintendent's Study Team on Excellence in K-12 Education	K-12	Northborough/ Southborough	58

Programs That Involve School-Agency Collaboration

Alcohol and Drug Abuse Prevention: Peer Education Program	6-12	Agawam	59
Fanning Project (School-Based Health Education and Social Services for At-Risk Students)	9-12	Worcester	60
The Handyman Program (Skills Training and Community Services for Students with Serious Adaptive Problems)	9-12	Waltham	62
Health Fair	9-12	Berkshire Hills	63
Here's Looking at You (Alcohol and Drug Education)	6-12	Leominster	64
King Philip Clinic (School-Based Counseling for Students and Their Families)	7-12	King Philip Regional School District	65
Young Parents Initiative (Coalition of Services to Pregnant and Parenting Teens)	7-12	New Bedford	66

Integrated Approaches: Practices That Fully Integrate Two or More of the Principles

	Grade Level	Town	Page
Holliston Elementary Parent Organization (HEPO)	K-5	Holliston	67
Horace Mann School for the Deaf	K-12	Boston	68
A Place Called Home (A Neighborhood History Project)	5	Pittsfield	69
Pushtop (Handicap Awareness)	4	Whitman	70
SOAP: Student Organized Activity Period	9-12	Scituate	71

Programs that Use Community Resources to Enhance Curriculum and Instruction

Program: BEST BET: Building Excellent Schools Through Business and Education Teamwork

Grade Level: 6-12

Target Group: All Students

School System/School: Burlington Public Schools

Address: Marshall Simonds Middle School, Winn Street Burlington, MA 01803

Contact: Richard J. Connors, Principal 273-1870 Ext. 281

Program Goals:

- To build a partnership between public schools and local business enterprises
- To provide needed funding for worthy educational projects
- To bring human resources from outside the school into the school community
- To make students and faculty aware of the many resources available to them to enrich their curriculum
- To improve teacher morale and motivation

Program Description:

BEST BET is a collaborative effort between the Burlington Public Schools and a cluster of local companies. Initiated by John Rennie, President of Pacer Systems, Inc., a Burlington aviation equipment firm, and Thomas Michael, Superintendent of Schools, the program is designed as a long-term relationship through which local businesses can provide human and financial support to a broad variety of school programs. The project focuses in particular on the middle school and high school.

BEST BET is coordinated by a school-community steering committee, which is comprised of Rennie, two other representatives from Pacer Systems, the President of the North Suburban Chamber of Commerce, two high school department heads, a middle school principal, and a middle school team leader. The committee meets monthly to consider proposals from teachers and principals for projects for which financial or other support is needed. Through this program, businesses do not initiate or direct projects but rather attempt to provide support for school-initiated proposals. The proposals include arranging for guest speakers on various topics and obtaining funding for special equipment, field trips, and in-service teacher education programs. In the process, educational decisions are left to the educators. According to Rennie, "Committee members work on an equal basis. The last thing I want to be accused of is telling educators how to run the school system."

Once the committee approves a proposal, the necessary human and financial support is sought in the business community. There is no general fund or resource bank due to the belief that it is easier to solicit funds from business when the money will be targeted for a specific project. "They can see what the money is being used for because the projects are all tangible," Rennie said. "The results can be seen."

During the project's first year, 45 proposals were approved and provided with the necessary support. Human resources provided by local companies or obtained by members of the steering committee through their community contacts have included artists, chemists, archaeologists, and experts on such topics as World War II and the local fishing industry. Financial support has been given to teacher education projects, such as day-long workshops on teaching writing for 12 English teachers and a special three-week course at the University of New Hampshire for another English teacher. Other projects that have been funded include a mineral and gem center, scientific equipment for laboratories, color TV equipment for A/V training, other resources and instructional materials for enriching the curriculum, and more than 20 student field trips to cultural events and places of interest.

In the project's first year, approximately 10 companies participated, providing more than $30,000 for special projects. In this, the project's second year, it is expected that that figure will double as more proposals are submitted.

According to members of the Burlington School Department, the program has already succeeded in providing various enrichment opportunties for students and in increasing teacher morale and motivation. According to Superintendent Michael, "Providing a method for teachers to have various projects funded has increased enthusiasm among the teaching staff." In School Committee Chairperson John DeGiorgio's words, "The project has promoted cooperation between the faculty and the administration, providing a stimulus that the community needs." As BEST BET continues to grow, the students and teachers of Burlington will continue to be the fortunate beneficiaries of this outstanding program.

Program: City Neighborhoods

Grade Level: 6

Target Group: All Students

School System/School: Boston Public Schools, J.H. Barnes Middle School and Mario Umana School

Address: Historic Neighborhoods Foundation, 92 South Street Boston, MA 02111

Contact: Joyce Stevens, Program Director, (617) 426-1898

Program Goals:

- To help students who live and go to school in East Boston become comfortable with students from different ethnic backgrounds who live and go to school in other neighborhoods
- To help students become aware of and appreciate the distinctive character of their own diverse neighborhoods

Program Description:

The City Neighborhoods Program enables students from several middle schools in the City of Boston to learn about the distinct character, history, and architecture of their own and other neighborhoods in the city. The program pairs sixth grade students from two schools to:

(1) exchange pen pal letters for two weeks to get to know each other

(2) meet together in several in-school sessions (designed to encourage interaction and trust-building) to begin the study of the architecture, history, and geography of their schools' neighborhoods

(3) go together on a series of twelve field trips/treasure hunts to various parts of the city and work in teams to plan, write, and produce videotaped newscasts about the neighborhoods that they have visited.

The City Neighborhoods Program was developed in 1982 by Boston's Historic Neighborhood Foundation (HNF) and is funded by Chapter 636, which is designed to facilitate integration in Boston's public schools. The HNF provides training for the teachers and parents who will be participating in the program. The training is designed to build strong relationships among participants from various ethnic/racial backgrounds. HNF staff members join a teacher and parent from each school in leading the field trips. Halfway through the program and at its conclusion, teachers, parents and the HNF staff get together to evaluate how things are going.

The field trips, which are structured as historical and architectural treasure hunts, introduce students to the rich social history of the neighborhoods that they visit. Working in teams of 10 and armed with maps, pictures of neighborhood landmarks, and questions to answer once a landmark has been found, students "hunt" for a series of sites of special historic or architectural interest. Before going on the hunts, students view slideshows of the neighborhood and meet with community members and local historians who present preview sessions on the geographical, historical, and social features of the neighborhood. The field trips, which begin with the neighborhoods in which the students go to school, have included visits to the North End, the Waterfront, East Boston, Chinatown, the South End, Roxbury, Dorchester, Thompson Island, and a cruise of the harbor. The program ends with three sessions during which the students team write and produce videotaped newscasts about what they have learned on their expeditions.

Often, these field trips offer students their first opportunity to visit other parts of the city. In the process, they learn about the distinct character of each neighborhood and see what it shares with other neighborhoods. For example, East Boston students discover that the first Jewish cemetery in Boston was in East Boston and they visit the South End synagogue that founded it. They discover a memorial to noted East Bostonian Donald McKay on Castle Island in South Boston. They discover that Trinity House, a community house in East Boston, was founded by Trinity Church in Copley Square. According to Joyce Stevens, the HNF's school program director, "Through these discoveries, I hope students will come to appreciate themselves and others as city residents. I want them to see that the city belongs to everyone."

In addition to City Neighborhood, HNF sponsors other programs designed to help students learn about Boston's neighborhoods and history.

Program: Community Service Program

Grade Level: 12

Target Group: College preparatory students

School System/School: Easton, Oliver Ames High School

Address: North Easton, MA 02356

Contact: Hazel L. Varella, Coordinator
(617) 238-4313

Program Goals:

- To be of service to the community
- To provide students with practical civic and career-awareness experiences

Program Description:

The Easton Community Service Program provides college-bound seniors in sociology, local history, and psychology classes with the opportunity to gain practical knowledge about their community and to participate in areas of specialization that they might be considering for future careers.

Students work in town offices, such as the police and fire departments; in nursing homes, doctors' offices, and hospitals; at the senior citizens' center; in day-care centers; in schools as aides in elementary and special needs classes; in the libraries; and in any other community agencies of interest to them. For one semester, students report daily to the community agency for one or two class periods and earn course credits for this unpaid service experience.

Before beginning the field experience, the instructors and participants meet several times to discuss program objectives and procedures. Preliminary interviews are arranged between the students and their agency hosts to clarify expectations and mutual responsibilities. Each students develops a list of personal objectives for the experience.

At the middle and end of the semester, students write reports reacting to and analyzing their experience. At the same points in the semester, students attend community service seminars at school, during which they describe their experiences and their learning to one another and get help with any problems and concerns they might have.

This program has been in existence for nine years. During the 1984-85 school year, approximately one third of the senior class participated in it, giving these students an opportunity to learn while providing service to the community.

Program: EPSF: Early Prevention of School Failure (Parent Volunteer Component)

Grade Level: K

Target Group: All Kindergarten Students

School System/School: Marion, Mattapoisett, Rochester Elementary Schools

Address: Barstow Street
Mattapoisett, MA 02739

Contact: Katherine L. Kozicki, Principal
(617) 758-2521

Program Goal:

- To prevent school failure through early identification and remediation of developmental learning deficiencies in four, five and six year-old children

Program Description:

Early Prevention of School Failure (EPSF) is a nationally validated program that has been adopted by many Massachusetts school systems. The main component of the program includes team screening of all incoming kindergarten students to assess their language, auditory, visual, fine motor, and gross motor skills, daily small-group instruction for children who need remediation in any of these areas, and parent involvement through class volunteering and at-home support and reinforcement. The towns of Marion, Mattapoisett, and Rochester have successfully implemented this program through the development of an active and well-run volunteer component.

When the program was first implemented in fall, 1982, parent volunteers were recruited to serve on committees to (1) construct homemade materials for the home instructional program and (2) organize daily volunteers for the kindergarten classroom. Each school day, parents assist kindergarten teachers in providing 20-30 minutes of small-group instruction. All parents receive an orientation to the EPSF program and training for their classroom work, as necessary. Several parents also have joined school staff in the required training sessions offered by the EPSF national program staff.

When the program is first introduced, EPSF demands additional funding to prepare staff and parents alike. Once the initial training phase is over, the program does not require any additional expenditures. The program as implemented in Marion, Mattapoisett, and Rochester has had outstanding results. Principal Katherine Kozicki, who oversees implementation of the EPSF in Mattapoisett's Center School, reports the following accomplishments:

- School staff and community members have a clearer understanding of and more realistic attitudes about the growth and development of four, five, and six-year old children.
- Many community members have a clearer idea of the reading skills required for a formal reading instruction program. This growth in attitude results in more serious discussion of "readiness for" school rather than a focus on retaining students in a later grade due to failure in school.
- Far fewer students are retained in first grade. Historically, an annual retention rate of 10 percent occurred. Since EPSF was introduced, only one student has been retained each year.
- The students have longer-than-expected attention spans, which is attributed to the small-group instruction which occurs daily in kindergarten.
- First grade teachers (traditionally highly critical of kindergarten teachers) praise the "new" classes of students they receive in September as "ready to learn."
- The school is more open to the community at large due to the involvement of the community through the parent volunteer component.
- Parents involved in the classroom small-group instruction have become knowledgeable teachers of "learning readiness" skills, an ability which they can use at home and in other situations.
- And, perhaps most significantly, children who have true learning disabilities now are being "discovered" at age four to five years and can receive prescriptive services provided "early on" by specialists working within the framework of the kindergarten classroom.

Program: Guidance Associates (Volunteer Guidance Department Aides)

Grade Level: 9-12

Target Group: Students using guidance department services

School System/School: Newton South High School

Address: 140 Brandeis Road
Newton Centre, MA 02159

Contact: Dr. Margaret E. Addis
Guidance Department Chairperson (617) 552-7515

Program Goals:

To function as an adjunct to the guidance department by:

- Hosting college admissions officers, recording information about the colleges from the officers' presentations to students, and circulating this information to the guidance staff
- Distributing test registration and financial aid forms to students
- Helping students find appropriate college and occupational information in the resource room

Program Description:

The Guidance Associates Program at Newton South High School involves a team of 12 community volunteers who serve as adjuncts to the guidance department and free counselors from the job of meeting with college admissions officers.

The program began in 1975 when the guidance department head asked a key member of the Parent-Teacher-Student Association to determine if volunteers might be willing to take the place of counselors at such meetings. The program originally involved one volunteer, then five, and now the present 12. As the interest, experience, and expertise of the volunteers have increased, so have their roles, and they now carry out all tasks noted in the statement of program goals above.

Two volunteers work each day from 9:00 a.m. to 1:30 p.m., and two serve as on-call substitutes. The program is run entirely by the volunteers who recruit and train new members as needed. Several of the volunteers have been Guidance Associates since the program began. According to Guidance Department head Margaret Addis, "The 12 dedicated women involved in the program are all interested in doing more and we simply haven't had the time yet to determine what that might be."

Program: Parent Computer Volunteers

Grade Level: K-5

Target Group: All students

School System/School: Quincy, Furnace Brook School

Address: 701 Furnace Brook Parkway
Quincy, MA 02169

Contact: Charles Bernazzani, Principal
(617) 786-8713

Program Goals:

- To assist teachers in implementing a computer education program
- To work with the principal and teachers in setting goals for the computer program and in developing instructional materials

Program Description:

At Quincy's Furnace Brook Elementary School, a group of more than 20 parent volunteers have helped to organize and implement a computer education program. Each day, five or six parents help to instruct students in grades K-5 in computer learning activities. Several parents also have worked with the principal and teachers on a planning team to set goals for the program, develop computer curriculum plans for each grade level, and collect and organize resource materials. The parent group has received funds to purchase two computers, monitors, and appropriate software. In addition, a computer club has been organized to assist students in learning BASIC language and in developing programs beyond the organized curriculum.

A parent coordinator organizes the program and schedules the volunteers as appropriate. When the program began in 1983, several parents received computer instruction from the school system's computer specialist and other computer educators. Since that time, parent leaders have been responsible for training other parents who, in turn, assist students. In this way, even with a limited budget and limited resources, the staff and parents at the Furnace Brook School have been able to provide regular computer instruction to all of their approximately 390 students. According to Principal Charles Bernazzani, "The parents have been enthusiastic and supportive because they have been directly involved in setting goals and in instructing their children. They have been evaluators as well as organizers. They constantly suggest new additions to the computer curriculum and are developing new ways to improve the program."

Program: Project Blueberry (A Television Production Course Using Community Resources)

Grade Level: 11-12

Target Group: Any interested high school students

School System/School: New Bedford High School

Address: WIMC-TV New Bedford High School, 230 Hathaway Blvd. New Bedford, MA 02740

Contact: Roger Robitaille, Project Director
(617) 997-4511 Ext. 375

Program Goals:

- To take education beyond school walls and into the community while expanding the communication skills of participating students
- To bring high school communication students together with members of the community

Program Description:

Project Blueberry is an advanced television production course in which students sharpen their communication skills while producing original documentaries about the people, places, and activities that make their community unique. The course meets daily at New Bedford High School and 5.0 credits are given to those junior and senior students electing to participate in the program. All documentaries completed are aired on local cable TV.

During daily class sessions, students sharpen their skills in interviewing, scripting, storyboarding, researching, and reporting and further develop the technical skills of camera operation, production, direction, dubbing and editing. After choosing a topic, students must choose and meet with their "contact" person, visit the site where the videotaping will take place, and hold a "pre-view" with the subject(s) of the documentary.

According to Project Director Roger Robitaille, "The success of the program is directly dependent on the cooperation of those community members approached by the students. Fortunately, almost everyone likes to be on television. Of the 30 individuals/businesses approached to date, only one has refused to work with us. When we consider the great diversity of these individuals—Coast Guard cutter captain, truck driver, candy maker, aerobics instructor, radio news director—it is truly amazing how great the response has been." Among the diverse programs completed are: "Two Minutes for a Quarter," a visit into the mystique of the video arcade; "The Candy Man," a visit to Dorothy Cox's homemade candies; "Volunteer Firemen in Dartmouth," an in-depth look at the roles of these men and women; "To Be #1," the struggle of a local radio station to stay at the top of the ratings; and "Eye of the Tiger," a visit to the BMX track and the youngsters who participate. Approximately 40 documentaries will have been completed by the end of this school year.

The advanced television production course was first offered in 1982 after WIMC-TV, New Bedford High School, was awarded a *Title IV—C Mini-Grant* to adapt the award-winning "Project Blueberry" (Minnechaug Regional High School, Wilbraham, Massachusetts) to its Television Production Curriculum. Robitaille, the television instructor, was appointed project director and was responsible for implementing the program. The mini-grant served as a catalyst, providing funds for supplies and part-time salaries. The program has been adapted as a permanent offering of the high school's curriculum and all funding is now provided by the district. The program is currently in its third year as a major course offering at New Bedford High School, and, to date, 60 students have participated.

Program: Project COFFEE: Cooperation Federation for Educational Experience (Occupational Education for Potential Drop-outs)

Grade Level: 9-12

Target Group: Alienated and disaffected students with behavioral problems

School System/School: Oxford Public Schools

Address: Main Street
Oxford, MA 01540

Contact: Michael Fields, Director
(617) 987-2591

Program Goals:

- To reach the disaffected and alienated secondary school student with an alternative education program offering technological training

Program Description:

Project COFFEE, which was developed by the Oxford Schools in 1978, is a regional alternative occupational education program focusing on high technology training. The program currently serves more than 100 disaffected secondary school students from 11 area communities. The program has been a success—85% of the students have graduated, and student test scores have increased while absenteeism, vandalism, and disruptive behavior have decreased. As a result, Project COFFEE has been adopted as a developer/demonstrator model program by the U.S. Department of Education's National Diffusion Network. The program has academic, occupational, counseling, and physical education components. The occupational and counseling components are implemented through collaboration with many area businesses and human services agencies.

The occupational education component is the "heart" of the program. It offers entry-level skill training, job placement skill training, shadowing experiences, and real-life work experience opportunities. The work opportunities include internships (students alternate weeks on the job and weeks in school) and one-day per-week job placements. Occupational programs include computer maintenance and repair, word processing, distributive education, building and grounds maintenance, and horticulture/agriculture.

At least two of the programs enable students to run their own businesses, such as a computer maintenance drop-off repair center and a customized silk-screening and printing service. Each occupational program has an advisory board composed of related business and industry representatives who help the program to

prepare students for the latest technology. All occupational programs are made possible through partnerships with several area businesses, which provide students with training and internship experiences. COFFEE's key corporate partner is the Digital Equipment Corporation, which has contributed more than $1.2 million to the project in hardware, software, and consulting time. Digital also has trained teachers in the appropriate technologies, provided curriculum materials, and offered internship experiences in all of the occupational areas. Partnerships with other businesses provide opportunities for shadowing and work experience that Digital cannot provide.

The occupational programs play a key role in the program's success in helping students stay in school. According to a report by the National Dissemination Network, "It is the very real possibility of securing a job upon graduation that has given students renewed interest and motivation for coming back to school and earning their diploma."

Project COFFEE's counseling component also is augmented through collaborative relationships with several area human service agencies, including the Worcester Youth Guidance Center, Hubbard Outreach Program, the Massachusetts Department of Youth Services, Adolescent Health Care, and the Auburn Project. Counselors from substance abuse programs often serve as guest speakers and consultants. Other counselors offer workshops on issues of health and sexuality, and still others are used by the program on a referral basis.

This wide-scale use of existing social services and of industry-education partnerships enables Project COFFEE to offer its outstanding services at only slightly more than average per pupil cost in the school districts involved. In return for the resources and services it receives, Project COFFEE also returns many services to the community through student projects. For example, building and grounds students have contributed to the Auburn town beautification project and do the groundskeeping for the Oxford town buildings and schools; word processing students prepare the town's annual report; the computer maintenance project offers low-cost repair contracts to area businesses; and distributive education students provide silk-screened T-shirts for community groups and other businesses.

Through funding it receives from the U.S. Department of Education, Project COFFEE is equipped to disseminate information about its program to interested communities throughout the nation. Project staff also can provide on-site training and consultation, and staff members have produced several training manuals for distribution.

Program: Project Sage (For the Academically and Intellectually Gifted & Talented)

Grade Level: K-5

Target Group: Academically and Intellectually Gifted and Talented

School System/School: Framingham Elementary Schools

Address: 454 Water Street
Framingham, MA 01701

Contact: Diane Modest, Program Coordinator
(617) 872-3546

Program Goals:

- To provide a challenging and interesting educational program for the most academically and intellectually advanced students in the elementary schools
- To provide process-oriented experiences for those students
- To help the students develop critical thinking skills and higher cognitive abilities
- To provide students with mentorship experiences in the community through which they have an opportunity to work with adults in areas of mutual interest
- To stimulate academic achievement

Program Description:

Project Sage is a multi-faceted program serving nearly 300 academically talented students in the Framingham elementary schools. After having been carefully evaluated and having shown significant impact on student achievement, Project Sage was chosen as a demonstration project by the National Diffusion Network of the United States Department of Education. Project Sage services are provided to students through resource room activities, consultant teachers, and through many community volunteers. Students visit a central enrichment facility or resource room for approximately three hours per week, where they receive special instruction based on the project core curriculum. Consultant teachers also offer programming assistance to regular classroom teachers, helping them to condense the basic curriculum for gifted students and to implement special Project Sage activities in the time that is made available. The Sage Project teachers also provide enrichment activities for all children in the system and help to incorporate the development of thinking skills into the curriculum.

The Project Sage curriculum includes "mini-studies," independent study, and activities to help students develop critical and creative thinking skills. Students investigate broad-based, interdisciplinary areas of study (mini-studies) ranging from archaeology to underwater exploration to futuristics. Then, individually or in small groups, students target special interests they would like to pursue. As students identify their interests, they often are matched with a specialist in the field. By utilizing community members as mentors, students are able to pursue their interests beyond the confines of the classroom. Mentors have included an architect who helped a student design a "home of the future," a local newspaper editor who worked with students interested in journalism, an official from the Federal Reserve Bank of Boston who instructed students in economic concepts and developed a simulated stock market experience, and a computer company representative who gave advanced workshops on computer programming.

Community resource people also are used extensively in the classroom and in periodic one-day fairs and seminars on the topic being studied. For example, at a recent futuristic fair, an all-day event attended by all of the students in the program, experts from various fields offered workshops and presentations on future possibilities in their areas. Those resource people included a biologist who discussed new developments in genetics, the owner of a car dealership who described cars of the future, a state representative who discussed new directions in legislation, and a college professor who explored motion sickness and claustrophobia associated with space travel. These community resources help the program to expose students to real-world issues and current expertise that they could not get in the classroom.

The program was initiated in 1980 with the help of Title IV-C funds. A three-year pilot program was conducted to determine the best procedure for meeting the needs of Gifted and Talented elementary students. Two years ago at the conclusion of the pilot study, Project Sage, in its current form, was adopted and fully financed by the Framingham Public Schools. Program staff include four and one-half full-time instructors and a half time director.

Program: SPANS: Student Pals and Neighborly Seniors (A Community-Based Social Studies Program)

Grade Level: 10-12

Target Group: Any interested students

School System/School: Lexington High School

Address: 1557 Massachusetts Avenue
Lexington, MA 02173

Contact: Pat Falconer, Housemaster
Evie Saulich, Teacher
(617) 862-7500

Program Goals:

- To sensitize young people to the needs of elderly
- To dissipate their fears of aging
- To dispel some of the myths associated with aging
- To give students an opportunity to become involved in their community

Program Description:

SPANS (Student Pals and Neighborly Seniors) attempts to bring the generations together by encouraging friendships between younger and older people living in Lexington. The program, which is now in its third year, is sponsored jointly by Lexington High School and the Lexington Council on Aging and is offered to 10th, 11th, and 12th graders as part of the Lexington Community-Based Social Studies Curriculum.

The program combines weekly visits between the students and senior citizens and once-a-week classes on aging. The classes, which meet after school once a week for one-and-a-half hours, provide students with information on the aging process as well as on the issues that older people face. After the first few weeks of training, students are required to spend at least one hour per week visiting with the senior citizens with whom they are matched by the SPANS coordinator on the basis of common or compatible interests. The partners spend their visits in conversation, sharing a special hobby, taking a walk, or teaching each other a new skill. During the course of each semester, intergenerational events are held during which senior citizens from the community come to class and share some special activity with the students (e.g., "rapping" about what it is like to be a senior citizen, seeing a film and discussing it together, or sharing their thoughts about aging in other cultures). Twice a year, the students, in conjunction with other student groups, host their elderly friends, along with other senior citizens, at a pot luck dinner and a theatrical or musical performance at the high school. The SPANS program has expanded from 12 partnerships in the fall of 1982 to 45 in the spring of 1985. Some students continue to visit their senior citizen friends during the following academic year and are supervised by the SPANS coordinator.

Isa Zimmerman, Assistant Superintendent, reports that the response to the program from senior citizens has been overwhelmingly positive. At the same time, many young people are able to learn about aging and the needs of the elderly, to be of service to their community, and to develop some very special friendships.

Program: Special Occupational Skills (S.O.S.)

Grade Level: 9-12

Target Group: Disadvantaged and Special Education Students

School System/School: Peabody High School

Address: 485 Lowell Street
Peabody, MA 01960

Contact: Mark Gatti, Teacher
(617) 531-1600

Program Goals:

- To help students to develop appropriate work habits and job readiness skills
- To provide students with real-world work experiences
- To build students' self-esteem and feelings of self-worth

Program Description:

The Peabody Special Occupational Skills (S.O.S.) program, developed in 1984, provides job training and work study experiences for approximately 35 students with special educational needs. Students in the program have moderate educational, learning, or emotional disabilities. The in-class and on-the-job services provided to the students include the following:

- The S.O.S. teacher helps students to develop appropriate pre-employment skills, including application and interviewing skills, and also teaches students about proper dress and grooming.
- Students are counseled about the proper work habits for their particular jobs.
- The S.O.S. teacher meets with employers to inform them about the students' special needs and the extra support they might need.
- The S.O.S. teacher goes with students to their jobs to help facilitate smooth entry into the job area. He also stays with the students to help train or instruct as needed until the students are functioning at a reasonable level.

  The S.O.S. teacher maintains regular contact with the employers and the students in order to monitor the situation.

Typically, students have been employed as baggers and stock workers at grocery stores, child-care providers, house cleaners, bus monitors, and chambermaids—all paid positions. While most students are able to go on to regular employment after high school, some require further training in post-secondary transition programs.

Program: Visions and Vocations/Bilingual Component Career Education and Vocational Counseling

Grade Level: 9-12

Target Group: Bilingual Students

School System/School: Salem High School

Address: 77 Willson Street
Salem, MA 01970

Contact: Denise Hart, Vocational Guidance Counselor
(617) 745-9300, ext. 160 or
Lillian Zatorre, Bilingual Teacher
(617) 745-9300, ext. 166

Program Goals:

- To involve students in a cross-cultural examination of work and careers
- To familiarize students with the life/career planning process that is common in the United States
- To broaden students' awareness of life options
- To increase students' skills in high school course selection
- To develop students' competitiveness in the job market

Program Description:

The Visions and Vocations Program at Salem High School provides students with information and help in vocational decision making. Through classroom discussion and structured activities, the program attempts to help students to become better able to identify their interests, work values, and abilities. Students are taught job search, resume writing, and interviewing skills and learn about employer expectations. In addition, area colleges and community agencies provide more than 30 Hispanic students and their parents with information about colleges and their admissions and financial aide procedures.

From September through March, program staff members focus on those students considering higher education by providing outreach to parents, arranging college visits for students, conducting SAT review sessions, and providing college application assistance. A college information meeting is held in November and conducted in Spanish for the parents of students considering college. In February, a Financial Aid Information Night for Hispanic students is held in conjunction with Salem State College and conducted in Spanish. The parent meetings are held in community agencies, such as the North Shore Community Mental Health Center, and developed in cooperation with the host agency. In April and May, the focus is on classroom workshops and guest speakers from the Hispanic community who help students explore career options and the career decision-making process. In addition, students often are able to arrange "shadow" opportunities (individual field trips to meet with these speakers at their job sites).

The program was started in 1983 due to an awareness by school administrators that bilingual students were not being provided with enough opportunity to use school/community resources and were often locked into entry-level factory positions upon graduation from high school. The program was initiated by the administrator of pupil services for the Salem Public Schools and developed through the collaboration of the vocational guidance counselor, the bilingual coordinator, and the bilingual teacher.

Administrative management of the program is handled by the vocational guidance counselor, who has a reduced student caseload to permit special projects. Coordination and implementation of the program is a team effort between the vocational guidance counselor and the bilingual teacher, who meet regularly to divide tasks and plan the program components that will take place with parents and in the classroom.

According to the project coordinator, Denise Hart, "The project has resulted in a new assertiveness among the bilingual students in dealing with course selection, school bureaucracy, and the paperwork required for college admission. Increased numbers of bilingual students are gaining admission to college, students are more able to define career goals, and parents are increasingly sympathetic to and supportive of their children's goals."

Program: Volunteers in Service to Public Schools (VIPS)

Grade Level: K-12

Target Group: All students

School System/School: Greenfield Public Schools

Address: 64 North Street Extension
Greenfield, MA 01301

Contact: Donna Suchanek, Director
(413) 774-2362

Program Goals:

- To coordinate all volunteers in the Greenfield Public Schools
- To stimulate community interest, understanding, and support of the public schools
- To supply volunteer personnel as requested by the schools
- To provide children with more individual attention
- To encourage the development of creative community involvement in the schools for the benefit of all children
- To enlarge the scope of the curriculum through enrichment programs using resource personnel

Program Description:

Greenfield Volunteers in Service to Public Schools (VIPS) recruits, trains, places, and supervises volunteers in all 10 of the Greenfield schools. Through the program, some 200 volunteers, parents, senior citizens, students, representatives from area businesses, and other community members provide more than 6500 hours of service to the schools each year. These volunteers work as language, math, art, music, and computer tutors, as librarians in all six elementary libraries, as clerical workers in offices and special teacher workrooms, as crossing guards, as career education speakers, and as special enrichment resources in areas of their expertise.

The program is coordinated by a half-time director (who is paid by the school department) and by unpaid volunteer coordinators in each school building. An advisory council, comprised of administrators, business people, teachers, school committee representatives, and volunteers, advises and supports the director on issues of program management and development. All volunteers receive a general orientation and specialized training in regard to the kind of service they will be providing. In addition, a volunteer handbook clearly defines the roles and responsibilities of each type of volunteer, of the volunteer coordinator, and of the principals and teachers who work with them.

VIPS has been in existence since 1974, when it was created at the suggestion of the Greenfield Citizen Advisory Committee. In exploring the possibility of a Volunteer Corps, committee members conducted a needs analysis of the school system and the community in order to identify teacher needs and resource people, gain the support of local people and agencies, and interest the general public in the program.

The first six months were spent establishing a structure and guidelines, meeting with people who would be involved, gaining information from other school volunteer organizations, and making plans for the school year. Organizers also contacted the Greenfield Teachers' Association and the local teachers' union to dispel any misunderstandings about the use of volunteers in the schools.

Through questionnaires sent to Greenfield teachers, the five main types of volunteer services were determined. In addition, meetings were held with the administration and guidelines and procedures were developed for working in the schools.

A major recruiting campaign for volunteers was then initiated. Organizers sent notices to local media and contacted the parents of school children. Prospective volunteers were interviewed, oriented, trained, and placed in the elementary schools.

At the end of the first year, volunteers evaluated their activities, teachers evaluated the volunteers, and the principals evaluated the entire program. A recognition night was planned for the volunteers and teachers, and such nights are now an annual event.

During the second year, the program grew still further as volunteers taught mini-courses at the elementary school and the program was expanded to the junior high school. The program went on to grow in concept and size until, two years later, it reached its present scope.

Programs That Involve the Public in Educational Planning and Decision-Making

Program: Curriculum Evaluation and Revision

Grade Level: K-12

Target Group: All students

School System/School: Taunton

Address: 50 William Street
Taunton, MA 02780

Contact: Lincoln A. Demoura, Assistant Superintendent
(617) 823-8181, ext. 202

Program Goals:

- To evaluate and revise the K-12 curriculum
- To involve community members and school personnel in the curriculum review process

Program Description:

The Curriculum Evaluation and Review process introduced in the Taunton School System during 1983 involves the use of Community-Based Advisory Councils to review all K-12 curriculum areas. These 20-member councils are composed of three administrators, two high school students, six members from community and business groups, and nine parents or teachers from the elementary, middle, and high schools. Members are recruited in the school and the community and are appointed by the superintendent of schools. The composition of the council guarantees that the curriculum from K-12 will be reviewed and that community members will be involved in the process from the beginning.

During the five-year review cycle for each curriculum area, the councils assist the assistant superintendent in (a) implementing a system-wide needs assessment, (b) developing grade-level objectives, (c) testing procedures to measure student progress, (d) developing school-based teaching strategies, (e) monitoring the implementation of the new curriculum system-wide, and (f) evaluating and modifying the plan.

The review process is undertaken in three curriculum areas each year. Once a curriculum area goes through the five-year process, the evaluation and revision cycle begins again. In this way, according to Assistant Superintendent Lincoln Demoura, "Curriculum development becomes an ongoing process...There always seem to be reasons to postpone curriculum reviews. However, like climbing a ladder, curriculum revision must be completed one step at a time on an ongoing basis." This five-year curriculum revision cycle attempts to avoid that problem and, in the process, to develop community support for school programs by involving the community in establishing curricular goals and objectives.

Program: Developing a School District Philosophy and Objectives

Grade Level: K-12

Target Group: All students

School System/School: Central Berkshire Regional School District

Address: Main Street, Union Block
Dalton, MA 01276

Contact: Paul D. Pharmer, Assistant Superintendent
(413) 684-0320

Program Goals:

- To develop a school district philosophy and objectives based on broad-based community input and involvement

Program Description:

In 1975, a task group of more than 100 people were brought together to establish a statement of philosophy and objectives for the Central Berkshire Regional School District. The task group was composed of parents, members of the business community, students, teachers, teacher aides, and administrators. The group met bi-weekly for nearly a year in carrying out its task.

From the over-all committee (composed of people from throughout the seven-town region), sub-groups were formed to develop recommendations on various aspects of the statement of philosophy. This included statements regarding students, teachers, administrators, society, the educational process, learning outcomes, research, development, discipline, and public relations. The sub-groups then developed and agreed upon a list of eleven basic educational goals for the school district. Since no agreement was reached on an appropriate rank ordering of these goals, they were all considered to be of equal importance.

During the past school year, the statement of philosophy and goals was revised and modified as a result of recommendations by administrators, teachers, school advisory councils, and school committee members. Plans were made to review the statement bi-yearly in the future.

Program: Elementary Gifted and Talented Program

Grade Level: 4-5

Target Group: Students with Above Average Ability, Task Commitment, and Creativity

School System/School: Pittsfield

Address: 269 First Street
Pittsfield, MA 01201

Contact: Dr. William Travis, Curriculum Developer
(413) 499-7693

Program Goal:

- To provide enrichment projects to students who are creative, academically talented, and highly motivated

Program Description:

The Pittsfield Elementary Gifted and Talented Program serves approximately 105 students in grades four and five who exhibit the combined traits of above-average ability, task commitment, and creativity. The program, which is run with the support of an active parent advisory council, was planned and initiated by a broad-based school-community planning team and makes use of interested parents and community members as mentors for students with special interests.

Selected students from each of the system's seven elementary schools are transported to a single Gifted and Talented Resource Room for one-half day of enrichment activities each week. Students in the program have the opportunity to engage in a variety of enrichment areas, focusing on subjects from computers to music composition.

Parents and teachers are invited to conduct activities that might be of interest to the students. An attempt also is made to pair students with a "mentor" in the community who is willing to help a student conduct an individual investigation in an area of the adult's expertise. The mentor meets with the student in or out of school on a regular basis and helps him or her complete a personal project. For example, mentors with appropriate expertise have helped students working on a calligraphy project, on an advanced computer programming project, and on a hospital-based study of cancer cells using slides and microscopes.

In 1979, two years before the program began, a Parent-Teacher-Administrator Committee was organized by Pittsfield's superintendent of schools to determine the type of Gifted and Talented program that would be most appropriate for the school system. After a year's study, the committee recommended that a Gifted and Talented teacher be hired to run a resource room program for third and fourth graders. The summer before the program began operation, a curriculum development team, also composed of teachers, parents, and administrators, met to design a program and purchase materials. After serving third and fourth graders for one year, the program was expanded to serve grades four and five. Since that time, a parent advisory committee has continued to support the program by helping to recruit other mentors, develop curriculum development projects, and acquire resource materials.

Program: Parent Dialogue Groups and Workshops

Grade Level: 6-8

Target Group: Parents of Middle School Students

School System/School: Wellesley Middle School

Address: 50 Kingsbury Street
Wellesley, MA 02181

Contact: George Johnson, Director of Student Services
(617) 235-7250

Program Goals:

- To make school programs more responsive to parents and students
- To create a forum for sharing concerns, joint problem-solving, and regular communication
- To respond to parent needs for education about child development and other parenting issues

Program Description:

For the past two years, Parent Dialogue Groups and Parent Education Workshops at the Wellesley Middle School have been creating a forum for parent-school communication and a vehicle for addressing parent needs and concerns. At monthly parent-school dialogue meetings, attended by interested parents, the assistant principal, the student services director, and other school personnel, parents raise issues for discussion regarding school programs and their needs as parents. Meeting participants occasionally decide to poll middle school parents in order to determine needs and more fully to involve the public in educational decision-making. For example, parents of transfer students were recently surveyed, which led to the creation of support groups for transfer students, a new orientation program, and the use of resource parents to help new families adjust to the Wellesley community and the Wellesley schools. The middle school student service department (with the assistance of parent volunteers) constructs the questionnaires, which are sent to parents and student services staff, and volunteers analyze the results.

The Parent Dialogue Group also regularly assesses parent education needs. In response to the needs identified, student services staff members offer a series of Parent Education Workshops, most of which meet one night per week for six to eight weeks. Parent workshops have focused on single parents, fathers, parents of sixth graders, adoptive parents, parents of eighth graders who are preparing for high school, and parents interested in training programs on discipline, communication, and "how to live with your teenager." During the last school year, approximately 250 parents, or one-third of the parent population, took advantage of at least one of the workshops, which were planned in response to needs identified at the dialogue groups or through the questionnaires.

Program: Parent-School Organization

Grade Level: K-12

Target Group: All Students

School System/School: Cohasset

Address: 143 Pond Street
Cohasset, MA 02025

Contact: Robin Suhrbier
(617) 383-3490

Program Goals:

- To act as a communication channel between parents and schools
- To register parental response to issues confronting the schools
- To act as advocates of public education
- To provide a forum for administrators, teachers, and students to present their programs and policies to the public
- To support school enrichment, extra-curricular, and its own Parent-School Organization activities
- To receive and channel parents' questions and concerns
- To help coordinate the activities of the communication councils at each of the schools, providing continuity of purpose, financial and political strength.

Program Description:

The Cohasset Parent-School Organization (PSO) is an umbrella organization coordinating the activities of parent-teacher communication councils in each of the schools. The organization, which also coordinates the activities of several system-wide subcommittees, facilitates parent-school communication and parental involvement in school programs. The standing subcommittees, which are extremely active in planning and developing programs, deal with fund raising, METCO, publicity, arts enrichment, special needs, PSO activities, and volunteers.

Among the programs organized and supported by the PSO are a school-volunteer group and arts enrichment programs, such as artists-in-residence and theatre and music productions. The PSO, which is theoretically composed of all parents of children in the Cohasset schools, holds at least two general meetings per year. The organization is governed by an executive board which meets monthly and is composed of four officers elected annually by the membership, one or two representatives from each school, and the chairpersons of standing committees. The PSO, which has been in existence for four years, is completely staffed and funded from its membership and has been incorporated for tax and legal purposes.

Program: Public Opinion Poll

Grade Level: K-12

Target Group: All Students

School System/School: Barnstable Public Schools

Address: Box 955, Hyannis, MA 02601

Contact: Edward Tynan, Superintendent
(617) 771-2211

Program Goals:

- To determine through a valid poll what the community thinks about the public schools

Program Description:

In spring, 1984, the Barnstable Public Schools conducted a public opinion poll to determine community attitudes about the strengths and weaknesses of the schools. The poll was conducted at the initiative of the system-wide Parent Advisory Committee, which is composed of representatives from school-based parent councils in each school within the district. Parents decided to conduct the poll in response to a variety of critical reports about public schools in Massachusetts and nationally.

The questionnaire was modeled on one designed by the Macomb School District in Minnesota and was administered by parent volunteers who telephoned more than 500 households chosen at random. With the help of local newspapers and radio, community members learned that the poll would be conducted at given dates and times.

The poll returned high ratings for the school system and for the school staff, producing, according to Superintendent Edward Tynan, a much needed boost to staff morale. However, community members expressed concern about homework and discipline, and as a result, the system-wide Parent Advisory Committee investigated policies regarding those areas during 1984-1985. Research indicated that policies were consistent with community expectations and that public perceptions were not accurate. By informing the public of the results of its research, the committee worked to correct this misperception. Data from the poll also indicated widespread public support for the school district's stated goals and objectives.

Program: Special Education Advisory Council

Grade Level: K-12

Target Group: Special Education Students/ Programs

School System/School: Scituate Public Schools

Address: 606 Chief Justice Cushing Highway, Scituate, MA 02066

Contact: Vida Gavin, Director of Special Services
(617) 545-5369

Program Goals:

- To improve cooperation and communication between parents and professionals for the benefit of children in Special Education programs by:
  - Providing a forum for the discussion of Special Education-related ideas, suggestions, proposals, and programs.
  - Submitting, through the director of special services, recommendations or proposals regarding new programs or policies, or regarding those already in place.
  - Serving as a sounding board for developing new programs, modifying existing programs, hearing the concerns of special needs parents, and considering pending state and federal legislation regarding Special Education.

Program Description:

The Scituate Special Education Advisory Council brings together a representative group of parents, teachers, and administrators to help initiate many new programs and activities that serve the needs of special needs students and their parents.

Among the new programs initiated by committees of the council are an Issues of Adolescence program for mentally disabled teenagers (an eight-week course presented in cooperation with a local human service agency) and a vocational training program that prepares special needs students for appropriate employment. This 502.4 vocational education program combines in-school skill training with appropriate paid job placements in community sheltered workshops. Council members helped to recruit more than 30 businesses that now offer jobs to special needs students. School staff work with the students on the job until they are able to function on their own. According to Special Needs Teacher Kathleen Hughes, "The key to success has been to give employers all of the support that they need in helping students to adjust to the workplace."

The council has also initiated several recreation programs for students, including an aerobics class, tennis lessons, and a Saturday recreation program that has since been taken over by the town recreation department. Programs that the council has initiated to better serve parent needs include the development of a resource file of area professional services for special needs populations, a disability law seminar, an open house for all parents of special needs students, sign language workshops, a school orientation for new parents that includes a video tape of a dramatization of a team meeting, a panel discussion with college representatives on post-secondary education opportunities for students with learning disabilities, and a seminar entitled "How Parents Can Help Their Learning Disabled Children."

The role and composition of the council, which was formed in 1982, is clearly spelled out in its by-laws. The by-laws specify, for example, that "the council is advisory in nature" and that its "recommendations or suggestions shall not be binding upon the Scituate School Committee or its administrative offices." The council membership is composed of eight parents, representing students from each school and type of placement, and seven school professionals, including the Special Education director, a building level administrator, three Special Education teachers, a regular classroom teacher, the school nurse, and representatives from guidance and psychological services. The director of special services is a permanent council member and serves as ex-officio chairperson, while all other representatives serve two year terms. A professional and a parent serve as co-vice chairpersons, and parent representatives are selected by a random drawing from those nominated by building principals.

The council's monthly meetings occur in the day or the evening, and all parents of special needs students are invited to attend. Dates and agendas of upcoming meetings are published in the local newspaper.

Program: Superintendent's Study Team on Excellence in Education

Grade Level: K-12

Target Group: All Students

School System/School: Northborough, Southborough and Northborough/Southborough Regional School District

Address: Algonquin Regional High School, Bartlett Street, Northborough, MA 01532

Contact: Dennis M. DiSalvo, Superintendent
(617) 393-2478

Program Goals:

- To improve K-12 curriculum goals
- To assist the Superintendent in planning and coordinating a comprehensive and system-wide approach to curriculum development and improvement

Program Description:

The Superintendent's Study Team on Excellence in Education was formed in 1983 to assist the superintendent in reviewing, evaluating and recommending changes in the K-12 curricula in the Northborough and Southborough schools. The 21-member team, which meets monthly, is composed of teachers, school administrators, parents, school committee members, central office administrators, local university faculty members, representatives from the business community, and high school students. The primary function of the team is to assist the superintendent in developing policy and procedures with regard to curriculum development. In so doing, the team oversees and reviews the work of several K-12 task groups (composed of teachers in the district) who make recommendations regarding their curriculum areas. Funding is provided for the work of these curriculum task forces and for the curriculum workshops that they generate. According to Superintendent Dennis DiSalvo, the project involves "an interactive model of curriculum planning and development between the planning and coordinating team and the K-12 disciplinary team." The school-community study establishes goals and procedures and the school-based curriculum teams undertake detailed reviews and make specific recommendations.

This process was initiated by Superintendent DiSalvo in the fall of 1983 in order to establish a proactive approach to curriculum development. After obtaining school committee approval of the concept, DiSalvo invited a representative group of school personnel and community members to join the team. The team carried out the following steps:

- Reviewed the various national and state reports on education and analyzed their implications for the Northborough/Southborough Schools.
- Developed and distributed a public relations packet in order to inform the community of the team's efforts.
- Decided to review and improve (if necessary) the following curriculum areas: math, computer development, science, language arts, reading, social studies, and early childhood development.
- Structured a system-wide K-12 curriculum improvement process by:
  - Developing questions for each K-12 task group to consider regarding curriculum guides, materials and supplies, staffing and staff training needs, testing, grouping patterns, and methods of instruction.
  - Forming K-12 curriculum teams, composed of teachers who initially reviewed the areas of math, science, and computer technology. (Other areas will be reviewed in future years.)
- Received and reviewed the reports of the K-12 curriculum teams and developed recommendations to pass on to the superintendent and the school committee.

According to Superintendent DiSalvo, the broad-based composition of the study team has led to enthusiastic support for the team's efforts on the part of the community, the teaching staff, and the three school committees involved.

Programs That Involve School-Agency Collaboration

Program: Alcohol and Drug Abuse Prevention: Peer Education Program

Grade Level: 6-12

Target Group: All Students

School System/School: Agawam High School

Address: 760 Cooper Street
Agawam, MA 01001

Contact: John A. Morrisey
(413) 789-1400

Program Goals:

- To reduce and prevent substance abuse among senior high school, junior high school, and middle school students
- To train senior high school students in leadership, decision-making, and other skills needed to involve fellow students in worthwhile projects

Program Description:

The Agawam Peer Education Program for Alcohol and Drug Abuse Prevention involves 40 high school students per year who are trained as peer educators. Those students implement school and community-based programs aimed at reducing substance abuse among other students in grades 6-12. Community human service agencies are involved in the training of the peer educators and these agencies and other community groups work with them in developing the programs.

The peer education training consists of two main components. Phase one involves 50 hours of in-school training in decision-making and leadership skills. Phase two consists of a three-day (50 hour) residential/camp experience during which students receive intensive training in program-development and program-management skills. Students learn the skills necessary to train and work with other students and develop action plans for implementing programs. Both phases of the training are provided by the high school principal, two high school teachers, a guidance counselor, a community/school liaison police officer, and other human service agency personnel.

Once the students receive the skills necessary to act effectively on their own, they are given responsibility to design and run the abuse-prevention projects. In so doing, they volunteer their time working with community groups involved in substance-abuse prevention work. The students work with advisory councils connected to these community groups to plan and revise programs that are offered both through the high school and through community agencies.

The impetus and inspiration for this program, which was introduced in 1984, came from the school system's involvement with the Adelphi University National Training Institute for school/community-based programs which aid in the prevention and reduction of substance abuse. The Adelphi Institute trains local school personnel to develop and implement peer education substance abuse prevention programs.

Program: The Fanning Project: School-Based Health Education and Social Services for "At-Risk" Adolescents

Grade Level: 9-12

Target Group: Students "In Crisis"

School System/School: Worcester, Fanning Trade Senior High School

Address: 24 Chatham, Street
Worcester, MA 01608

Contact: Guidance Department
(413) 799-1960

Program Goals:

- To bridge the gap between teens in crisis and the human services available to meet these immediate and long-term needs
- To provide for comprehensive evaluation and management of any teen within the school setting
- To decrease at-risk behavior among teens
- To utilize community resources to meet the health and social service needs of students
- To encourage the recognition that support of teenagers through the transitional years is a family and community responsibility which requires a coordinated effort by all the community
- To demonstrate the feasibility of a school-based health and social service delivery system model

Program Description:

The Fanning Project is a school-based health education and social service delivery program that has been planned and implemented through collaboration between the school's guidance department, school nurse's office, and 13 local human service agencies. The rationale for the program is that for some students, serious learning cannot proceed without first eliminating some of the "barriers" that obstruct successful performance in school. The program is, therefore, designed to provide medical and counseling care to students either unwilling or unable to access those services outside of the school building. Fanning Trade High School, site of the project, provides general and vocational educational services to a predominately female population (94%) from Worcester and surrounding communities. Sixty percent of the school population is classified as economically disadvantaged. The project is designed as a subunit of the high school guidance department. A part-time coordinator facilitates interaction between school and agency personnel and schedules student appointments to minimize disruption of their academic schedule. Student councelors from primary service agencies each provide 2½ hours of in-school assessment and counseling services twice per month. Others work on classroom education projects or support group services.

The services they provide include crisis intervention and case management, short-term counseling, health education programs, services for pregnant teens and teen parents, and education and support groups for students dealing with particular concerns, such as

weight problems or experiences of sexual assault. Still in the planning stage is a health care screening and assessment component. The agencies providing these services include Catholic Charities, Family Planning Services of Central Massachusetts, Inc., Pernet Family Health Services, YOU, Inc., Worcester City Hospital Family and Youth Alcohol Program, Rape Crisis Program, Massachusetts Medical Center—Adolescent Psychiatry Unit, the Chandler Street Substance Abuse Center, the Visiting Nurses' Association, the American Lung Association, and the National Council on Alcoholism.

The project was initiated in the spring of 1983 by a Task Force on Adolescence, an informal coalition of area health and social service providers. Fanning Trade High School was chosen as the school site because Fanning staff had been active on the task force, the project had the full support of the administration, and Fanning students' need for the services had already been documented. Task Force agencies were surveyed as to their interest, ability, and appropriateness in developing and implementing the project. Agencies determined their own level of involvement and selected planning committee, primary service agency, and/or secondary referral agency status. Once on board, the providers were appointed various tasks based on their level of involvement and area of expertise. Until funds for a coordinator were provided by a local philanthropic agency, the guidance staff and school nurse worked together to keep the program running.

During the first half of the 1984-85 school year, the Fanning Project had served more than 70 students, or more than 12 percent of the student body. Half of those seen were considered to be "at risk." According to a Fanning guidance counselor, "Through the collaborative efforts of Fanning Project staff, school adminstrators and teaching personnel, many students who might have dropped out of school, or may have done irreparable damage to their lives, have stayed in school and have been able to put some of the pieces of their lives back together again."

Program: The Handyman Program: (Skills Training and Community Service for Students with Chronic Emotional Problems)

Grade Level: 9-12

Target Group: Chronically Emotionally Disturbed Adolescents with Serious Adaptive Problems

School System/School: Massachusetts Department of Education, Bureau of Institutional Schools, Gaebler School

Address: P.O. Box 349, 475 Trapelo Road, Waltham, MA 02154

Contact: Philip DiMattia, Bureau of Institutional Schools, District Manager
(617) 899-0807

Program Goals:

- To train students in basic home repair and maintenance skills
- To enable Gaebler students to serve Waltham senior citizens with home repair needs
- To help students to develop personal self-management abilities

Program Description:

The Handyman Program of the Gaebler School in Waltham is a community-based program providing both skills training to students and community service to senior citizens. The Gaebler School, which is run by the Bureau of Institutional Schools of the Massachusetts Department of Education, provides educational services to chronically mentally ill children in grades K-12. The Handyman program enables between 8-10 higher functioning adolescents to strengthen their job skills, improve their self-management abilities, and enhance their self-esteem.

Students in the program are trained in specific handyman skills such as window and sash cord repair, insulation and energy conservation, gutter cleaning and repair, furniture and appliance repair, minor plumbing and electrical repair, and minor carpentry repair. Teams of two instructors and two students make house calls in response to citizen requests. Through the City of Waltham Planning Office and local church and nursing groups, senior citizens or handicapped adults are identified who desire and need the services that Gaebler Handyman students can provide. (Senior citizens must be on a fixed income and handicapped elderly persons must live in their own home or a rented apartment.) Appointments are scheduled for two-hour blocks, although additional appointments are sometimes required to complete some tasks.

During the first year of the program, 50 house calls were made and citizens have responded to the service with high praise. According to Gaebler Director Philip DiMattia, the program has succeeded in increasing students' overall interest in school and in enhancing their personal self-management abilities. He also notes "greater staff interest in occupational alternatives for seriously disturbed students."

Program: Health Fair

Grade Level: 9-12

Target Group: All Students

School System/School: Berkshire Hills Regional School District, Monument Mountain Regional High School

Address: Route 7, Great Barrington MA 01230

Contact: Karla G. Delair, R.N., School Nurse (413) 528-3346

Program Goals:

- To perform state-mandated health screenings in an efficient manner within a "health environment," as opposed to calling students out of class during the school year
- To expose students to various human service agencies in their community

Program Description:

The Health Fair Project at Monument Mountain Regional High School is offered in collaboration with many human service agencies in the area. During a four-day period, students in the school are screened for various health problems and given an opportunity to talk with representatives from human service agencies that provide health service to teenagers.

Each grade level has an entire day for the fair, which usually begins with a movie or play on a particular theme. The themes have included issues such as drug abuse, birth control, decision making, and sexual abuse. Discussion about the themes are held immediately following the film or play, or during a class (such as English) that all students will have during the day.

Students are screened in groups of 20-30, usually by homeroom. Stations are set up for the particular screenings, such as blood pressure, vision, hearing, and posture. When the screenings are complete, the students spend the remainder of the class period visiting information booths set up by the visiting agencies. Examples of the kinds of agencies that have been involved include a family planning organization, a women's service center, a rape crisis center, a local counseling agency, a local hospital, a local cancer society, a hospice, the American Red Cross, and the local police department. In a private nonclassroom setting, students have questions answered confidentially and get the information that they need.

Program: "Here's Looking At You:" Alcohol and Drug Education

Grade Level: 6-12

Target Group: All Students

School System/School: Leominster Public Schools

Address: 122 Granite Street, Leominster, MA 01453

Contact: Pelino A. Masciangioli, Assistant Superintendent (617) 534-7700

Program Goals:

- To provide students with factual information about drugs and alcohol and their effects on the human body
- To provide activities that help students to develop a healthy self-image
- To help students to develop sound coping skills and good decision-making regarding drug and alcohol use

Program Description:

The Leominster Alcohol and Drug Education Program was developed in 1983 as a collaborative effort between the Leominster Public Schools and the North Central Alcoholism Commission, which provided staff training and resource materials. The program is based on the "Here's Looking At You" alcohol education curriculum, a comprehensive multimedia education model developed by Education Service District 121 in Seattle, Washington. The program, which currently serves 800 students in grades 6-12, involves approximately 12-15 hours of classroom activities that are integrated into the regular sixth grade curriculum, seventh grade life science classes, and high school health and biology classes.

The curriculum includes age-appropriate activities and media presentations that involve students in learning about the myths and realities of alcohol, the physical and behavioral effects of alcohol on the body, ways of coping with peer pressure, and the application of decision-making skills to situations involving alcohol. The schools and the North Central Alcohol and Drug Education Program also are collaborating on a "Peer Teacher" program presently involving 11 high school students who work with 45 junior high school students after school hours.

The program was developed due to recognition by the agency and the school that school-based education programs need to play a role in the prevention of substance abuse. The key area of school-agency collaboration has been staff training, which is essential for implementation of this model. The agency planned and coordinated the training of the teachers who would implement the program in four full days of workshops, which were offered for in-service credit or three graduate credits from Fitchburg State College. Substitutes were provided so that classroom teachers could be trained during the school day. Teacher manuals and other support materials also were provided by the Alcohol Commission.

The program has received a very positive response in the schools and in the community. According to Pelino Masciangioli, assistant superintendent, "The Leominster teaching staff has wholeheartedly endorsed the program and teachers would like the curriculum to be implemented at the primary grade levels." At present, a K-12 Science Study Committee is working in collaboration with Fitchburg State College to explore the implementation of the program within the elementary science curriculum. A separate course on Substance Abuse Education will be offered at the high school level during the 1985-1986 school year.

Program: King Philip Clinic: School-Based Counseling for Students and Their Families

Grade Level: 7-12

Target Group: Students in Need of Mental Health Services

School System/School: King Philip Regional High School District

Address: P.O. Box 49, 201 Franklin Street, Wrentham, MA 02093

Contact: Neil Shifman (617) 384-2174

Program Goals:

- To provide therapy to adolescents and their families
- To allow closer coordination between students' therapeutic needs and their education
- To serves as a vehicle for third party payments and grant monies for providing services to those who cannot afford them or for special programs such as substance abuse prevention

Program Description:

The King Philip Clinic, a satellite program of Adult/Adolescent Counseling in Development (ACID) in Malden, involves two to three therapists who each spend approximately two days per week at the school-based clinic. While open to community referrals, the therapists primarily accept referrals made from the school psychologist. The adolescents and sometimes their parents or families are seen both at the regional high school and the junior high school. The therapists also participate, when appropriate, in team evaluations, staffing, and consultations to teachers and administrators concerning their clients. Case supervision and reviews are also conducted by a psychiatrist in the Malden Office.

In addition to providing counseling and related services, the therapists also conduct occasional in-service programs, providing teachers with education and training on such issues as dealing with substance abuse, recognizing and responding to student depression, and using human service resources in the community. In addition, workshops are offered to parents on topics such as coping with teenagers, setting limits, and increasing communication skills.

The program was initiated in 1982 due to staff cutbacks made necessary by Proposition 2½ and an increasing demand for therapeutic services. The director of special needs and the school psychologist felt a strong need to provide those services at little cost to the school district. An outside therapist, who was already seeing students, was asked to find an agency that would support such a program. ACID agreed and with negotiations and school board approval, the clinic was established.

The purpose of bringing an outside agency into the school was to facilitate communication between the therapist and the school staff to improve the students' education and emotional health. While confidentiality must be respected, the therapist can give advice on how best to deal with a particular adolescent or be available to defuse a particular situation. Having the agency in the school eliminates some of the obstacles of getting children to therapy after school (i.e., transportation, reluctant parents, outside activities, family dynamics, etc.). In exchange for space and some services, the agency provides the in-service training and is a vehicle for grant monies to provide services to those who cannot afford them or for special programs such as substance abuse prevention.

Since the program is a branch or satellite of the Adult/Adolescent Counseling Clinic in Malden, billing, salaries, official record keeping, and other similar tasks are handled at this office. Last year, therapists came from the office to work at the clinic, but this is no longer the case. Currently, there is a salaried director at the satellite clinic two days per week and a secretary (who is also the guidance department secretary) who contributes a few hours per week and is paid by the clinic for eight hours per month. Besides these salaried people, there is a licensed social worker who works on a fee-for-service basis. The clinic also is in the process of hiring two more fee-for-service clinicians.

Program: Young Parent Initiative

Grade Level: 7-12

Target Group: Pregnant and Parenting Students

School System/School: New Bedford

Address: 455 County Street, New Bedford, MA 02740

Contact: Ellen Anderson, Project Director, (617) 996-8572
Mary Stellato, Home Economics Department Head
(617) 997-4511, ext. 221

Program Goals:

- To coordinate area health, education, and social service resources to assure an effective and comprehensive system of care for pregnant and parenting adolescents
- To reduce the number of adolescents who leave school due to pregnancy

Program Description:

The New Bedford area Young Parents Initiative is a collaborative effort of New Bedford Child and Family Services, the Office for Children, the New Bedford Health Center, and the New Bedford Public Schools. Through these four resources, the following basic services are provided to pregnant and parenting teens:

- Two counselors from New Bedford Child and Family Services provide individual, group, and family counseling, often in the teen's home environment. Participation by family members and both adolescent parents is encouraged, and counselors also run a group for adolescent fathers. Through counseling, teens receive support and are made aware of the possibilities of foster care and adoption.
- A registered nurse from the New Bedford Health Center offers weekly health and parenting education in both an individual and group sessions.
- GED tutoring and alternative high school and junior high school educational services are provided, as appropriate, by two teachers at an alternative site operated by the New Bedford Public Schools. Students can earn regular course credits and, if eligible, prepare for the GED exam. During the class sessions, child care services are available at no charge to the parenting students.
- A community advocate from the Office for Children is available to provide assistance to teens in securing needed community services. Referrals are made for pregnancy testing, temporary housing, permanent housing via the local housing authority, medical services, legal assistance, and nutritional aid. Two groups of students per month are accompanied by the advocate as they apply for services at the local office of the Massachusetts Department of Public Welfare. Initial assessments of clients entering the program are made by the advocate, who makes referrals to the appropriate agency participating in the program or to other community organizations.

Additional services developed by the coalition include a supervised transitional living program in which adolescent mothers and their children (who have no other place to live) occupy five out of six apartments in a house that is leased by the program. The sixth apartment is occupied by a social worker who oversees the building and offers support and supervision to the young mothers. The young women pay rent and sign an agreement pertaining to the rules they must follow. In addition, last summer, the Job Training Partnership Office (JTPA) offered appropriate job training opportunties to many of the programs' clients.

The program, which was developed in 1982, currently serves more than 120 teens, and, of those, more than one-third take advantage of the educational component. During the 1984-85 school year, approximately 12 students completed their GED, 20 others participated in GED preparation, and 14 more successfully earned school credits. During the 1985-86 school year, the school department plans to use Consumer and Homemaking Funds, provided by the Carl Perkins Vocational Education Act, to provide parenting and lifeskills education to this population as an after-school program.

The program receives $80,000 in funding each year from the Department of Social Services (DSS) through New Bedford Child and Family Services. The coalition meets weekly to discuss cases, coordinate services, and develop new programs, and a coordinator from New Bedford Child and Family Services directs the program as a whole.

Integrated Approaches: Programs That Fully Integrate Two or More of the Principles

Program: Holliston Elementary Parent Organization (HEPO)

Grade Level: K-5

Target Group: All Students

School System/School: Holliston Elementary Schools

Address: F.W. Miller School, Woodland Street, Holliston, MA 01746

Contact: Paul Franson, and James Palladino, Principals
(617) 429-1601

Program Goal:

- To seek out and develop ways that parent volunteers can support the efforts of the Holliston elementary schools

Program Description:

The Holliston Elementary Parent Organization coordinates an extensive array of parent volunteer services. Between 300 and 400 volunteers per year provide help to the schools. They serve as "bus buddies," who provide supervision on school buses, work at book fairs where students can buy books at reduced prices, serve as "parent pals" in the classrooms, help students learn computer skills, produce the HEPO newsletter, and work in the Instructional Materials Center (IMC). More than 200 volunteers (or eight to ten each day) work in the two elementary school libraries assisting the professional IMC director by reading stories to children, providing reference help, and carrying out clerical work.

The HEPO board of directors acts as a steering committee that coordinates program activities. The board meets six times annually to learn about and coordinate current activities, develop new ways to help the school, develop items for the newsletter, and plan evening educational programs for parents. Subcommittees coordinate all of the volunteer activities mentioned above. The board consists of a chairperson, the heads of each activity committee, and the two elementary school principals. The head of each committee is responsible for nominating his/her successor.

Communication among parents and coordination of HEPO activities are also made possible by the organizational network of the parent body as a whole. Two parent volunteers in each classroom serve as "room reps" and each grade has a "grade captain." The chairperson of the "room rep" committee sits on the HEPO board.

Since first being organized in 1970, HEPO has continued to thrive and grow, providing a very important array of services to the children of Holliston. These 15 years of continued success are a testament to the structure of the organization and the efforts of those who have worked within it.

Program: Horace Mann School for the Deaf
Grade Level: K-12

Target Group: Deaf and Hearing Impaired Students

School System/School: Boston Public Schools

Address: 40 Armington Street
Allston, MA 02139

Contact: Patrice DiNatale, Principal
(617) 787-5313

Program Goals:

- To make full use of community resources in meeting the needs of the student body by:
  - Providing individual and academic tutoring through the School Volunteer Program and Read-Aloud Program.
  - Providing job training and placement.
  - Involving parents in the decision-making process.
  - Providing individual and group-counseling through an agency coordination and referral system.

Program Description:

Boston's Horace Mann School for the Deaf serves up to 170 deaf and hearing impaired students in grades K-12. Wide use is made of community resources for both in and out-of-school programs. For example, numerous volunteers from the School Volunteers for Boston provide individual academic tutoring in the school. Eligible students also receive job training and work-study placement in the community through the Horace Mann Industrial Advisory Commission. This Advisory Commission, which includes representatives from Honeywell, Shawmut Bank, and ITI, advises the school on appropriate pre-placement training and its members provide internships and eventual post-graduation jobs for those who complete the program successfully.

Through a School-Parent Council, which is mandated by the Boston Public Schools, parents are given an opportunity to advise the school staff on policy and program priorities and to develop programs to meet parent needs for education and support. All parents are eligible to be members of the council, with officers selected in yearly elections. At the Council's initiative, support groups were created for new parents and for parents who recently found out about their children's hearing loss. Parent education programs also were developed, focusing on telecommunications systems for the deaf, a hearing dog program, sex education for deaf students, and other relevant subjects.

The Horace Mann School's educational and counseling services also receive strong support through collaborative relationships with many community agencies. For example, a counseling consortium composed of agencies such as Massachusetts Mental Health, Brighton-Allston Mental Health, and several private vendors provides counseling services to students and their parents; the Massachusetts Rehabilitation Deaf Service Office helps students make the transition from school to work or to postsecondary education; and the Speech and Hearing Foundation of Massachusetts offers parents sign language classes.

The Horace Mann School's programs are planned and developed with parent and community input and implemented through the use of community resources and collaborative relationships with many area agencies. In the process, the services provided to Horace Mann students are greatly enhanced.

Program: A Place Called Home (A Neighborhood History Project)

Grade Level: 5

Target Group: All Students

School System/School: Pittsfield, West Side Community School

Address: West Union Street
Pittsfield, MA 01201

Contact: Donald Taylor, School Community Coordinator
(413) 499-1256

Program Goal:

- To help students develop knowledge about and pride in their community and neighborhoods through a study of the area's origins, heritage, and contributions to the development of the city of Pittsfield

Program Description:

A Place Called Home is a fifth grade social studies curriculum which enables students to study the history of their own neighborhood, Pittsfield's West Side. Many organizations, agencies, and individuals in the West Side Community have been involved in the initiation, planning, development, funding and implementation of the program.

The A Place Called Home curriculum is divided into four study units: (1) The Place—a study of the area's geography and its development from a rural to an urban environment, (2) The People—a study of the individuals and families who settled and developed the area, (3) The Architecture—a study of the area's unique architectural mix, and (4) Industry—a study of the various industries of the area and their contributions and importance to the city's development. Through the use of many primary source historical documents and community-based learning experiences, students study the historical development of the area from its earliest days to the present.

The program was initiated, developed, and partially funded by the West Side Neighborhood Advisory Council (WSNAC). This 15-member council, authorized by the School Committee and City Council, advises the school administration on community concerns and needs and develops in-school, after-school and evening programs for children and adults. In 1983, after hearing of a similar program developed by the Historic Neighborhoods Foundation in Boston, the council decided that such a project, developed locally, would have positive benefits for students. The WSNAC then approached the school's administration with the concept and offered financial support. They received approval to proceed and, with technical assistance from the staff, began to develop the project.

The curriculum was developed and implemented with the cooperation of many community organizations and with the use of many community resources:

- Parent volunteers, recruited through the WSNAC and Chapter 1 Parent Volunteers Program, assembled detailed study packets on neighborhoods, ethnic groups, industry, and historically significant architecture.
- The Berkshire Historical Society, Berkshire Athaneum, the *Berkshire Eagle* and the Pittsfield Office of Economic Development provided research assistance, access to reference materials, and historical documents and displays. The Hancock Shaker Village provided staff and materials for candlemaking and other hands-on projects.
- In the classroom, parent volunteers support the teachers in activities such as storytelling, candlemaking, Indian projects, and old fashioned Christmas tree trimming.
- Many individuals from the community also serve as classroom presenters on such specific topics as Black Heritage, Jewish settlement, historical preservation, and city planning.

Program: PUSHTOP (Handicap Awareness)

Grade Level: 4

Target Group: All Students

School System/School: Whitman Elementary Schools

Address: Whitman Avenue
Whitman, MA 02382

Contact: Thomas Collins, Assistant Superintendent
(617) 447-4408
Mary Fitzpatrick, Principal
(617) 447-6618
Holly Schjolden, Principal
(617) 447-5521

Program Goals:

- To help students develop a greater understanding of and sensitivity to children with handicaps
- To have parents more involved in their children's education

Program Description:

During the past two academic years, fourth grade students in the Whitman Schools have learned through the Pushtop Program what life is like for children with handicaps. The Pushtop Program, initiated by a school-community planning team, is directed and implemented by a group of volunteer parents and draws on many other community resources.

The program consists of classroom sessions designed to reduce fear and prejudice about physical, vision, hearing, and learning handicaps. Through "hands-on" experience, films, and books, students learn what it would be like to have a particular handicap. In addition, learning sessions are presented by teams of parent volunteers, with the assistance of the regular classroom teacher. The parents receive training from school personnel and other parents who have been trained at a Curry College workshop on "Understanding Handicaps." Following the training, the parent teams plan sessions on particular handicaps. They obtain materials for display tables, direct children in various "what it would be like activities," such as walking through a maze blindfolded, prepare worksheets and handouts for their lessons, and familiarize children with books in the school library on handicaps. Parents also have brought in outside resources such as a film, "What Do You Do When You See a Blind Person," from the Carroll Center for the Blind, resources speakers from the Carroll Center, and displays from the Boston School for the Deaf. In addition, parents have raised funds to buy appropriate library materials and the kit, "What If You Couldn't?"

The Pushtop Program in Whitman is modeled after similar programs in Quincy and Milton called volunteers in Action (VIA). In March, 1983, following some preliminary investigation of VIA and other programs on understanding disabilities, a steering committee was formed in Whitman consisting of an assistant superintendent, principals, and three parents who reviewed VIA materials and planned ways that a similar program could be implemented in their community. Eventually, parent volunteers were recruited and trained. The parents then selected their own chairpersons and began to plan and implement the program.

Program: SOAP: Student Organized Activity Period

Grade Level: 9-12

Target Group: All Students

School System/School: Scituate High School

Address: 606 Chief Justice Cushing Highway, Scituate, MA 02066

Contact: Mrs. Anne Fenn, Home Economics, Department Chairperson
(617) 545-3300

Program Goals:

- To provide students with educational enrichment not offered in the regular curriculum
- To give students opportunities to pursue activities of individual interest, explore new fields, and discover hidden talents
- To provide the student organizers of the program with leadership experience

Program Description:

Scituate High School's Student Organized Activity Period draws on faculty members, students, and members of the community to provide in-school enrichment activities that meet student needs not addressed by the regular curriculum. Three times each year, a one-hour time block is set aside to allow the entire student body to participate in one of at least 35 self-contained activities. Those offered include career awareness seminars (presented by psychologists, broadcasters, artists, electricians, and many other community members) and other kinds of enrichment or self-help activities, such as workshops on drama, vocal techniques, income tax preparation, portrait painting, Kung Fu, life in France, jazz improvisation, and weight control.

Students are asked to sign up in advance for the activity of their choice. Existing clubs and organizations do not meet at this time and other class periods are shortened to accommodate the program. At least one activity is planned for large numbers of students and attendance at all activities is carefully monitored and controlled.

The program, which was developed in 1982, is organized and run by a group of students, who, in the process, gain valuable leadership and organizational experience. The students, with the help of faculty and administrative advisors, solicit, select, and coordinate the program offerings. Subcommittees deal with activities, scheduling, communication, publicity, public relations, and refreshments. In addition, student guides greet the community members presenting workshops or seminars, and, following the program, hold a reception for the community guests. A planning committee, composed of students, faculty, adminstration and community members, initiated the program and continues to provide support and advice to the student organizers and to facilitate communication between the participating students, teachers, and community members.

APPENDIX A

ADDITIONAL K-12 COMMUNITY EDUCATION PROGRAMS AND PRACTICES IN MASSACHUSETTS' SCHOOLS

K-12 community education practices and programs, submitted in response to the fall, 1984 survey and not described elsewhere in this publication, are listed below to serve as additional resources for those individuals wanting to develop similar programs. While many of these programs utilize more than one of the key community education principles, they have been arranged under the principle that they best exemplify.

Programs That Use Community Resources to Enhance Curriculum and Instruction

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Agawam, Granger School	Community Speakers	K-5	31 South Westfield Street Feeding Hills, MA 01030	James Loomis, Principal (413) 789-1400 ext. 408
Agawam High School	Cooperative Office Education	9-12	760 Cooper Street Agawam, MA 01001	Mrs. Arlene J. Mazza (413) 789-1400
Agawam High School	Special Education Work Study	9-12	760 Cooper Street Agawam, MA 01001	Joanne Bertrand/Joan Durand (413) 789-1400 ext. 446
Andover Public Schools	Project Discovery (Career Awareness)	7-12	Shawsheen Road Andover, MA 01810	Ruby Easton, Coordinator (617) 470-1770 ext. 281
Andover West Junior High School	Explorer Institute (Career—Leisure Education)	7-9	Shawsheen Road Andover, MA 01810	William E. Hart, Principal (617) 470-1700 ext. 285
Arlington Public Schools	School Volunteer Program	K-12	P.O. Box 167 Arlington, MA 02174	Ruth Mahon (617) 646-1000
Auburn Public Schools	Auburn School-Business Partnership	7-12	5 West Street Auburn, MA 01501	Donald R. Thunberg (617) 832-2319

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Bellingham, Clara Macy School	Parent and Senior Citizen Volunteers	K-7	Monique Drive Bellingham, MA 02019	Annette Deluzio, Principal (617) 966-0244
Beverly Public Schools	Art Festival	K-12	Sohier Road Beverly, MA 01915	Clyde Allen, Art Director (617) 927-4760 ext. 51
Boston, Hyde Park High School	Bank of Boston/Hyde Park High School Partnership	9-12	655 Metropolitan Avenue Hyde Park, MA 02136	John Shea (617) 361-8082
Boston, Joseph Lee School	Library Volunteers	K-5	155 Talbot Avenue Dorchester, MA 02124	Frances C. Kelley, Principal (617) 265-6500
Boston Technical High School	Boston Edison/Boston Technical High School Partnership	9-12	205 Townsend Street Dorchester, MA 02121	Jane McDonald Development Officer (617) 445-4381
Boston, Trotter School	HOSTS (Help One Student To Succeed) Volunteer Reading Remediation Program	K-5	135 Humboldt Avenue Boston, MA 02121	Barbara Jackson, Principal (617) 427-3180
Boston, Wheatley Middle School	Project 4 Worlds (Neighborhood Art Center)	6-8	20 Kearsarge Avenue Boston, MA 02119	Casandra W. Merriles Director of Instruction (617) 427-3340

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Burlington Elementary Schools	Parent Volunteers	K-5	Center Street Burlington, MA 01803	Thomas Michael, Superintendent (617) 273-1870
Central Berkshire High School	Off-Campus Programs (Occupational Education)	9-12	150 Windsor Road Dalton, MA 01226	Brian Poopor (413) 684-1334
Central Berkshire Regional High School, Waconah Regional High School	O.C.A.Y.: Our Concerns About Youth (Substance Abuse Prevention)	9-12	150 Windsor Road Dalton, MA 01226	Mrs. Brenda Johnson (413) 442-3439 Jay Decker, Principal (413) 684-1330
Concord Public Schools	Partnerships with Cultural Institutions (such as Concord Antiquarian Museum)	K-8	Ripley Building 120 Merriam Road Concord, MA 01742	Dorothy L. Bonner, Community Resources Coordinator (617) 369-9500 ext. 318
Concord Public Schools	School Volunteers	K-8	Ripley Building 120 Merriam Road Concord, MA 01742	Dorothy L. Bonner, Community Resources Coordinator (617) 369-9500 ext. 318
Dartmouth Public Schools	Distributive Education (DECA) and Office Education (OEA)	9-12	366 Slocum Road North Dartmouth, MA 02714	Manuel Cordeiro, Jr. (617) 997-0777
Eastham Elementary School	Partnership with Cape Cod Museum	K-4	P.O. Box 486 Eastham, MA 02642	Mr. Daniel Shay

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Easthampton Public Schools	Volunteer Aide Program	K-6	7 Chapel Street Easthampton, MA 01027	R. A. Guistina (413) 527-0037
Easton Middle School	HAL Program (for Gifted and Talented)Mini-courses, Mentorships, Literature Festival; Future Problem Solvers Program	6-8	Lincoln Street North Easton, MA 02356	Ann Hoyle, Coordinator (617) 238-4311
Easton Middle School	Seat Belt Safety Program	6-8	Lincoln Street North Easton, MA 02356	Ann Hoyle (617) 238-4311
Easton, Oliver Ames High School	Work Experience and Co-Op Program	9-12	Lothrop Street North Easton, MA 02356	Cyrus Comminos, Peter Gove (617) 238-4339/238-4330
Easton Middle School	Cultural Exchange Program (Easton, MA/Gambell, AK)	6-8	Lincoln Street North Easton, MA 02356	Ann Hoyle, HAL Program Director (617) 238-4311
Fairhaven Elementary School	P.T.O. Sponsored Enrichment Activities and Parent Volunteers	K-6	128 Washington Street Fairhaven, MA 02719	Lynwood P. Harriman Superintendent (617) 997-2971
Fitchburg, Crocker Elementary School	Library Services Volunteers	K-5	Crocker Drive Fitchburg, MA 01420	Donald Cummings, Principal (617) 345-3292

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Foxborough High School	Co-Op Business Education	9-12	South Street Foxborough, MA 02035	William Rex, Principal (617) 543-4811
Foxborough High School	Guidance Volunteers	9-12	South Street Foxborough, MA 02035	William Rex, Principal (617) 543-4811
Framingham Public Schools	Library Aide and Junior Great Books Volunteers	K-8	454 Water Street Framingham, MA 01701	Dr. A. L. Collins, Director Elementary Instruction (617) 877-9632
Framingham Public Schools	Project Scope: School Computer Organization for Parents and Educators (Volunteer)	K-12	454 Water Street Framingham, MA 01701	Dr. A. L. Collins, Director Elementary Instruction (617) 877-9632
Franklin Public Schools	Parent Volunteers	K-12	Oak Street Franklin, MA 02038	John Doherty, Superintendent (617) 528-5600
Georgetown Junior/ Senior High School	Career Day	7-12	Winter Street Georgetown, MA 01833	Barbara Locicero/Joyce Armeen (617) 352-8113
Gill Montague Regional School District Gill Elementary School	Community Studies	K-5	Boyle Road Gill, MA 01376	Beatrice Blaine (413) 863-9341

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Hingham Public Schools	Elementary Computer Labs/ Parent Volunteers	K-5	14 Main Street Hingham, MA 02043	Dorothy Galo (617) 749-5320
Hingham Public Schools	Future Problem-Solvers (Volunteer Leaders)	4-6	14 Main Street Hingham, MA 02043	Dorothy Galo (617) 749-5320
Hudson High School	OMEGA (Community Based Occupational Internships)	11-12	Brigham Street Hudson, MA 01749	Mrs. LaFleur (617) 568-8361
Leicester Primary School	A-ZAP (Science Education in Collaboration with Mass. Electric Company)	K-4	Paxton Street Leicester, MA 01524	Bernard Clifford, Priicipal (617) 892-3131
Leicester Primary School	Mulligan Stew (Nutrition Education with 4-H Club)	K-4	Paxton Street Leicester, MA 01524	Bernard Clifford, Priicipal (617) 892-3131
Lexington, Bowman School	Foster Grandparents	4	1557 Massachusetts Avenue Lexington, MA 02173	Isa Zimmerman Assistant Superintenent (617) 862-7500 ext. 11
Longmeadow, Blueberry Hill School	Blueberry Hill Volunteers	K-5	275 Blueberry Hill Road Longmeadow, MA 01106	Howard Hoyt, Princial (413) 567-8229

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Lowell, City Magnet School	Micro-Society Curriculum	K-8	43 French Street Lowell, MA 01852	Robert Weintraub, Principal (617) 454-5431 ext. 337
Lunenburg Public Schools	Elementary Gifted and Talented	3-5	1033 Massachusetts Avenue Lunenburg, MA 01462	Carol McManus (617) 582-6232
Lynn, Sewell-Anderson Elementary	Career Speakers	K-6	25 Ontario Street Lynn, MA 01905	Shirley Foy, Principal (617) 595-1888
Lynnfield Public Schools	Lynnfield School Volunteer Program	K-12	8 Windsor Road Lynnfield, MA 01940	Susan Redman, Coordinator (617) 334-6398
Marblehead High School	Student Volunteers in the Community	9-12	217 Pleasant Street Marblehead, MA 01945	G. Gearhart, Principal (617) 631-0900
Melrose Public Schools	Computer Tutor Program (Parent Volunteers)	K-6	235 West Foster Street Melrose, MA 02176	Dr. David P. Driscoll Superintendent (617) 662-2000 ext. 296
Melrose Public Schools	Library Volunteers	K-9	235 West Foster Street Melrose, MA 02176	Dr. Robert E. Bachelder (617) 662-2000 ext. 296

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Millbury High School	Millbury High School/Wright Line, Inc. Partnership	9-12	12 Martin Street Millbury, MA 01527	Thomas V. Murray (617) 865-5843
Millis Middle School	School Volunteers	K-6	Millis, MA 02054	Steven Hinds (617) 376-8221
Monson, Main Street Elementary School Hillside School	School-Business Partnership	7-12	25 Thompson Street Monson, MA 01057	Michael J. Kane, Principal (413) 267-4811
Monson, Main Street Elementary School, Hillside School	Reach (Gifted and Talented Program Using Community Mentors)	K-6	Main Street Monson, MA 01057	Hugh D. Graham Supervising Principal (413) 267-4857
Nantucket Public Schools	Community Resource Center	K-12	Atlantic Avenue Nantucket, MA 02554	J. Miller (617) 228-4612
Nauset Regional Middle School	Community Mentors for Gifted and Talented	6-8	R.R. 1, Box 402 Orleans, MA 02693	John Stewart (617) 255-0016
New Bedford Public Schools	Art Gallery Exhibits	K-12	Administration Building 455 County Street New Bedford, MA 02740	Paul Rodrigues Raymond C. Bisaillon (617) 997-4511

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
New Bedford, Ashley School	Arts Enrichment	K-6	122 Rochambeau Street New Bedford, MA 02745	Mrs. Stasia Gorczyca, Principal (617) 997-4511 ext. 240
New Bedford Junior High Schools	Project Business (Business/ Economics Education with Resource People from Area Businesses)	8	230 Hathaway Boulevard New Bedford, MA 02740	Frederick D. Cole (617) 997-4511 ext. 336
New Bedford High School	Consumer Education on Energy (with Materials and Speakers from the Community)	9-12	230 Hathaway Boulevard New Bedford, MA 02740	Mary Stellato (617) 997-4511 ext. 221
New Bedford High School	Distributive Education—Work Study Program	9-12	230 Hathaway Boulevard New Bedford, MA 02740	Richard Nerbonne (617) 997-4511 ext. 346
New Bedford High School	Geriatric Aide	10-12	230 Hathaway Boulevard New Bedford, MA 02740	Mary Stellato (617) 997-4511 ext. 221
New Bedford High School	Project Careers (Skill Training and Work Study for Disadvantaged Students)	11-12	230 Hathaway Boulevard New Bedford, MA 02740	Mrs. Marjorie Costa (617) 997-4511 ext. 491
New Bedford High School	Project Sew (Stitching Instruction and Work Study for Special Needs Students)	10-12	230 Hathaway Boulevard New Bedford, MA 02740	Margaret Maiato (617) 997-4511 ext. 435

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
New Bedford High School	Project SLIPP (Students Learning Instant Production Printing)	11-12	230 Hathaway Boulevard New Bedford, MA 02740	John Farrell (617) 997-4511 ext. 328
New Bedford High School	Project Word Plus (Job Secretarial Training)	12	230 Hathaway Boulevard New Bedford, MA 02740	Richard Nerbonne (617) 997-4511 ext. 346
New Bedford High School	Vocational Support/Career Development	9-12	455 County Street New Bedford, MA 02470	Clara H. Crosson, Director of Occupational Education (617) 997-4511
New Bedford Hathaway School	Parent Volunteers	K-6	256 Court Street New Bedford, MA 02740	Mary C. Walsh, Principal (617) 997-4511
New Bedford Rodman School	Parent Volunteers	K-6	497 Mill Street New Bedford, MA 02740	Carol Smola, Principal (617) 997-4511 ext. 246
Newton North High School	School Volunteers	9-12	360 Lowell Avenue Newton, MA 02160	Marya Levenson, Principal (617) 552-7425
Newton South High School	Library Volunteers	9-12	140 Brandeis Road Newton Centre, MA 02159	Mary H. Nelson, Librarian (617) 552-7547

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Northborough Elementary/Middle Schools	Volunteer Services	K-8	Peaslee School Maple Street Northborough, MA 01532	Mary Crowley, Director (617) 393-2101
North Middlesex Peter Fitzpatrick School	Parent Volunteer Program	K-5	Main Street Pepperell, MA 01463	Joyce Smith Instructional Supervisor (617) 433-2787
Norton High School	Wheaton College Partnership (Access to Courses for High School Seniors)	12	Norton, MA 02766	Rene Tellier (617) 285-9811
Norwell, Sparrell School	P.T.O.—School Volunteers Program and Performing Arts Presentations	K-6	321 Main Street Norwell, MA 02061	Mr. Koulouris, Principal (617) 659-4921
Old Rochester, High School and Junior High School	Art-Community Service	7-12	135 Marion Road Mattapoisett, MA 02739	Becky Zora (617) 758-3745
Old Rochester Regional Junior High School	AWE (Adolescents Working with the Elderly)	7-8	135 Marion Road Mattapoisett, MA 02739	Eileen Marland, Counselor (617) 758-4928
Old Rochester Regional School District Sippican School	V.A.S.E. (Volunteers at Sippican Elementary)	K-6	16 Spring Street Marion, MA 02738	J. Borden/S. Fallon (617) 748-0100

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Old Rochester Regional High School Wareham High School	School-To-Work Transition Program	9-12	135 Marion Road Mattapoisett, MA 02739	Kathleen Titus (617) 758-3745
Pathfinder Regional Vocational Technical School	Law in Action	9-12	Route 181 Palmer, MA 01069	Thomas H. Casiello (413) 283-9701
Petersham School	Use of Community Resources (Varied)	K-6	Spring Street Petersham, MA 01366	John P. Lepoer (617) 724-3363
Plainville Public Schools	Early Prevention of School Failure (Parent Volunteer Component)	K-1	Wood School South Street Plainville, MA 02762	Steven Rosenzweig (617) 695-6571
Quincy, Central Middle School	Step Into Society (Career Awareness via Guest Speakers)	6-8	1012 Hancock Street Quincy, MA 02169	Louis R. DiMartinis, Principal (617) 786-8725
Quincy Elementary Schools	Media Center Parent Volunteers	K-6	Coddington Street Quincy, MA 02169	Arthur Gillis (617) 786-8770
Quincy, Furnace Brook School	Docent Art Program (Uses Community Volunteers)	K-6	701 Furnace Brook Parkway Quincy, MA 02169	Charles Bernazzani, Principal (617) 786-8713

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Quincy, Furnace Brook School	Library Volunteers	K-6	701 Furnace Brook Parkway Quincy, MA 02169	Charles Bernazzani, Principal (617) 786-8713
Quincy, Merrymount School	Computer Parent Volunteers	K-6	4 Agawam Road Quincy, MA 02169	Catherine Roeder (617) 786-8770
Quincy, Montclair School	Parent Computer Volunteers	K-5	8 Belmont Street Quincy, MA 02171	Leon Gould, Principal (617) 786-8708
Quincy, Parker School	Attendance Checking Procedure (Using Parent Volunteers)	K-5	148 Billings Road North Quincy, MA 02171	D. Malvesta, Principal (617) 786-8710
Randolph Public Schools	School-Business Partnerships/ Internships	K-12	40 Highland Avenue Randolph, MA 02368	Dr. Lyn A. Hutunen (617) 963-7800
Randolph Public Schools	School Volunteers	K-12	40 Highland Avenue Randolph, MA 02368	Dr. Lyn A. Hutunen (617) 963-7800
Raynham Public Schools	RAVE (Raynham's Aid Volunteers for Education)	K-8	687 Pleasant Street Raynham, MA 02767	Shoshanah Garshick Volunteer Chairperson (617) 822-1807

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Saugus Elementary Schools	Library Volunteers	K-6	Evans School East Denver Street Saugus, MA 01906	Earl W. Ellis, Principal (617) 233-9344
Scituate High School	Community Service Program	11-12	606 Chief Justice Cushing Highway Scituate, MA 02066	Ann Fenn, Coordinator (617) 545-3300
Sharon Public Schools	Parent Volunteer Programs	K-12	One School Street Sharon, MA 02067	L. Joan Brown, Supervisor of Language Development (617) 784-5937
Silver Lake Regional	School Volunteer Programs	K-12	130 Pembroke Street Kingston, MA 02364	John J. Aherne (617) 585-4313
Southern Berkshire Regional School District	Arts Enrichment Resource Bank	K-12	P.O. Box 338 Sheffield, MA 01257	Lucinda Shmulsky/Peggy Theriot (413) 229-6631
Southborough Public Schools	SAGE (Gifted and Talented Program using Community Resources)	3-8	53 Parkville Road Southborough, MA 01532	Kathy Wellington (617) 481-2300
Spencer Public Schools Spencer-East Brookfield Regional	School-Business Partnerships	K-12	302 Main Street Spencer, MA 01562	Philip Deveaux Superintendent (617) 885-6331

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Spencer Public Schools Spencer-East Brookfield Regional	School Volunteer Program	K-12	302 Main Street Spencer, MA 01562	Philip Deveaux Superintendent (617) 885-6331
Springfield, DeBerry School	Living Math Lab (Though Partnership with Digital Corporation)	K-4	670 Union Street Springfield, MA 01109	Barbara Jefferson, Principal (413) 787-7582
Swampscott Public Schools	Health Education Volunteers	K-8	Swampscott High School One Forest Avenue Swampscott, MA 01907	Richard Baker Health Director (617) 592-2011
Swampscott High School	Special Programs: Community Service by Students	12	One Forest Avenue Swampscott, MA 01907	Allen Shapiro (617) 592-2011
Tewksbury Public Schools	Gnomes: Guided Nurturance of Multi-Exceptional Students (Community Mentors)	K-6	1469 Andover Street Tewksbury, MA 01876	Elise Racicot/Theresa Ross (617) 851-7376
Ware Junior High School	Career Speakers	8	68 Church Street Ware, MA 01082	David W. Carlson, Principal (413) 967-6903
Ware High School	Health Aide and Landscaping Programs (Community-Based Learning Experiences)	9-12	237 West Street Ware, MA 01082	Peter Thamel (413) 967-6234

School system/school	Program	Grade Level	Location	Contact Person/Phone No.
Ware High School	PEP (In-School Business Education in Cooperation with Bank of New England)	9-12	237 West Street Ware, MA 01082	Peter Thamel (413) 967-6234
Wellesley, Hunnewell School	Parent Volunteers (Great Books, Art Appreciation, Math, Junior Service League, Understanding Disabilities)	K-5	28 Cameron Street Wellesley, MA 02181	Leo J. LaMontagne, Principal (617) 237-5277
Wellesley Middle School	Middle School/Babson College Collaboration	6-9	40 Kingsbury Street Wellesley, MA 02181	Steve Corcoran (617) 235-7250 ext. 151
Wellesley, Upham School	Understanding Disabilities	K-5	35 Wynnewood Road Wellesley, MA 02181	Charles Coyle (617) 235-5328
Westborough Public Schools	School Volunteers	K-12	Phillips Street Westborough, MA 01581	Roger T. Thurston Assistant Superintendent (617) 366-8552
Westborough School System, Fales School	Enrichment Program (Using Community Resources)	K-5	Eli Whitney Street Westborough, MA 01581	K. Norris, Principal (617) 366-7477
Winthrop High School	Distributive-Cooperative Education	9-12	Main Street Winthrop, MA 02152	Priscilla Rivers (617) 846-5500 ext. 24
Winthrop High School	Medical Careers (Community Based Health Career Training)	9-12	Main Street Winthrop, MA 02152	Frances Coutinho, R.N. (617) 846-5500
Worcester, Fanning Trade High School	Trade Week (Alternate Week on the Job/In-School Education)	9-12	25 Belmont Street Worcester, MA 01609	Nora Ruchala, Instructor (617) 799-1958
Worcester North High School	Our Place in Space (Partnership with Worcester Science Center)	9-12	150 Harrington Way Worcester, MA 01604	Robert C. George (617) 799-3370

Programs That Involve the Public in Planning and Decision Making

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Bellingham, Clara Macy School	Parent Advisory Board	K-7	Monique Drive Bellingham, MA 02019	Annette Deluzio, Principal (617) 966-0244
Bellingham Public Schools	Computer Education Planning Committee	K-12	11 South Main Street Bellingham, MA 02019	Peter Vangel, Superintendent (617) 883-1708
Boston, Timilty Middle School	School Site Council	6-9	205 Roxbury Street Roxbury, MA 02119	G. O'Donnell (617) 445-3114
Central Berkshire Regional School District	Committee on Excellence	K-12	Wahconah Regional High School Old Windsor Road Dalton, MA 01226	James River (617) 684-1330
Easthampton High School	School-Community Curriculum Meetings	9-12	70 Williston Avenue Easthampton, MA 01027	E.E. Balazs, Principal (413) 527-3030
Easthampton High School	Vocational Advisory Councils	9-12	70 Williston Avenue Easthampton, MA 01027	E.E. Balazs, Principal (413) 527-3030
Erving School Union #28	Parent Advisory Councils	K-6	Pleasant Street Millers Falls, MA 01349	Leonard Lubinsky (413) 659-3337

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Foxborough High School	Parent Advisory Council	9-12	South Street Foxborough, MA 02035	William Rex, Principal (617) 543-4811 ext. 132
Lexington Public Schools	Elementary Parent Advisory Committee	K-6	1557 Massachusetts Avenue Lexington, MA 02173	Isa Zimmerman Assistant Superintendent (617) 862-7500 ext. 114
Lexington Public Schools	Elementary Science Advisory Committee	K-6	1557 Massachusetts Avenue Lexington, MA 02173	Isa Zimmerman Assistant Superintendent (617) 862-7500 ext. 114
Lowell, City Magnet School	Executive Council (Student, Teachers, Parents, Administrators)	K-8	43 French Street Lowell, MA 01852	Robert Weintraub, Principal (617) 454-5431 ext. 337
Ludlow Public Schools	Community Committee on Education	K-12	63 Chestnut Street Ludlow, MA 01056	Dr. James E. Tierney Superintendent (413) 583-8372
Mendon-Upton Regional School District	Curriculum Development with School-Community Teams	K-12	P.O. Box 176 Upton, MA 01568	David A. Crisafulli (617) 529-7729
Needham, Hillside School	Parent/Teachers Council	K-5	28 Glen Gary Road Needham, MA 02194	Miriam Kronish, Principal (617) 444-4100 ext. 172

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
New Bedford Public Schools	Bilingual Parents Advisory Council	K-12	455 County Street New Bedford, MA 02740	Mario Teixeira (617) 997-4411 ext. 204
Newton North High School	Vocational Advisory Committees	9-12	360 Lowell Avenue Newton, MA 02160	Marya Levenson, Principal (617) 552-7425
Northern Berkshire Vocational Regional School District	Trade Advisory Boards	9-12	Hodges Cross Road North Adams, MA 01247	Theresa Bellini (413) 663-5383
Northern Berkshire Vocational Regional School District	Basic Skills Advisory Board	9-12	Hodges Cross Road North Adams, MA 01247	Theresa Bellini (413) 663-5383
Northborough, Peaslee School	Parent Advisory Council	K-5	31 Maple Street Northborough, MA 01532	Daniel Corcoran, Principal (617) 393-2101
Peabody Public Schools	Bilingual Parents Advisory Council	K-12	3 King Street Extension Peabody, MA 01960	John E. Murtaugh (617) 531-1600 ext. 135
Peabody Public Schools	Computer Literacy Advisory	K-12	3 King Street Extension Peabody, MA 01960	John H. Walsh Coordinator of Instruction (617) 531-1600 ext. 130

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Peabody Public Schools	Teacher/Citizen Committee on Health and Science Curriculum	K-12	3 King Street Extension Peabody, MA 01960	John Walsh (617) 531-1600 ext. 130
Pittsfield, Taconic High School	Vocational-Technical Education Advisory Council	9-12	Valentine Road Pittsfield, MA 01201	James F. Gibbons, Director (413) 499-1241
Quincy High School	Parent Advisory Council Business Education Advisory Council	9-12	52 Coddington Street Quincy, MA 02169	Lloyd H. Hill, Principal (617) 786-8751
Quincy Public Schools	Educational Development Committee (City-wide)	K-12	70 Coddington Street Quincy, MA 02169	A.S. Woodward (617) 786-8758
Quincy, North Quincy High School	Parent Advisory Councils	9-12	316 Hancock Street North Quincy, MA 02171	Peter J. Chrisom, Principal (617) 786-8744
Quincy, Atlantic Middle School	Parent Advisory Board	6-8	86 Hollis Avenue Quincy, MA 02171	Louise McDonald (617) 328-8174
Quincy, Atherton Hough School	PTA Executive Board Open Meetings	K-5	1084 Sea Street Quincy, MA 02169	Edward E. Baccari, Principal (617) 786-8797

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Randolph Public Schools	Parent Teacher Council (City-wide)	K-12	40 Highland Avenue Randolph, MA 02368	Dr. Lyn Hutunen Assistant Superintendent (617) 963-7800
Rockport Middle School	Parent Advisory Council	6-8	Jerdens Lane Rockport, MA 01966	Reno Nastasi, Principal (617) 546-3163
Scituate Public Schools	Bilingual Parents Advisory Council	9-12	606 Chief Justice Cushing Highway Scituate, MA 02066	Victor Correia (617) 545-3300
Scituate Public Schools	Competency Basic Skills Advisory Committee	K-12	606 Chief Justice Cushing Highway Scituate, MA 02066	V. Gilarde (617) 545-1099
Sharon Public Schools	Parent Advisory Councils	K-12	One School Street Sharon, MA 02067	L. Joan Brown (617) 784-5937
Southern Berkshire Regional School District	Committee on Educational Excellence	K-12	Box 339 Sheffield, MA 01257	Thomas Consolati Superintendent (413) 229-8778
Southern Berkshire Regional School District	Parent Citizens Council	K-12	Box 339 Sheffield, MA 01257	Thomas Consolati Superintendent (413) 229-8778

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Stoughton Public Schools	Curriculum Advisory Cabinet	K-12	232 Pearl Street Stoughton, MA 02072	Carol Wareing Assistant Superintendent (617) 344-4000 ext. 230
Tewksbury Memorial High School	Parent Advisory Council	9-12	Pleasant Street Tewksbury, MA 01876	W. DeGregorio, Principal (617) 851-2011
Ware Elementary School	Community Educational Advisory Council	K-5	Gould Road Ware, MA 01082	Carolyn Wojcik Streeter, Principal (413) 967-6336
Wareham, Ethel Hammond Elementary School	Parent Advisory Council	K-3	Box 191 Union Avenue Onset, MA 02558	(617) 295-0379
Westwood Public Schools	Computer Advisory Council	K-12	660 High Street Westwood, MA 02090	Judith G. Daley (617) 326-7500 ext. 49
Westford Public Schools	Citizens Advisory Committee (on Specific Issues e.g. Computer Instruction, Health Education, Transportation, etc.)	K-12	35 Town Farm Road Westford, MA 01886	Everard Nicholson Superintendent (617) 692-4783
Worcester, St. Nicholas Avenue Classical Learning Center	Parent Advisory Council	9-12	315 St. Nicholas Avenue Worcester, MA 01606	Arthur F. Larievy, Jr. Principal (617) 799-3575

Programs That Involve School-Agency Collaboration

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Acton-Boxborough School District	Teaching and Learning About Aging	K-12	Conant School 80 Taylor Road Acton, MA 01720	Fran Pratt, Director (617) 264-4700 ext. 5656
Boston, Madison Park High School	Madison Park Collaborative (School-Based Counseling)	9-12	55 New Dudley Street Roxbury, MA 02119	Yvonne M. Carlton (617) 445-6655
Danvers Public Schools	Drug and Alcohol Awareness	K-12	60 Cabot Road Danvers, MA 01923	Walter Merriam, Director of Occupational Education (617) 774-7130
Leominster Public Schools	Leominster Public Schools-Fitchburg State College Collaboration in Science and Math Curriculum Development	9-12	122 Granite Street Leominster, MA 01453	Pelino A. Masciangioli Assistant Superintendent (617) 534-7700
Lowell Public Schools	Laural Lee Pre-School (Special Needs Pre-School)	Pre-K	235 Powell Street Lowell, MA 01851	Pamela Simpkins (617) 454-5431 ext. 217
Mass. Mental Health Research Corp.	Community Child Care Program	Pre-K	200 Heath Street Jamaica Plain, MA 02130	Charna Heiko (617) 445-1823

School System/School	Program	Grade Level	Location	Contact Person/Phone No.
Methuen Public Schools	Bilingual Education Program Collaboration with Community Agencies	K-12	160 Merrimack Street Methuen, MA 01844	Frances M. de la Fuente (617) 681-1356
Pittsfield, Hibbard Alternative School	House Renovation for Alternative School Students	9-12	280 Newell Street Pittsfield, MA 01201	Thomas S. Mawhinney (413) 447-9734
Quincy, Furnace Brook School	Hospital Familiarization Program	K-5	701 Furnace Brook Quincy, MA 02169	Charles Bernazzani, Principal (617) 786-8713
Randolph Public Schools	Mental Health Services and Programs for Drug Abuse Awareness and Child-Abuse Awareness	K-12	40 Highland Avenue Randolph, MA 02368	Dr. Lyn A. Hutunen Assistant Superintendent (617) 963-7800
Rockport Public Schools	School-Agency Collaboration in Providing Mental Health Services	K-12	4 Broadway Rockport, MA 01966	Gail Zeman (617) 546-3304
Southborough-Northborough Regional School District	Counseling Groups (in Collaboration with Youth Commission)	7-8	Woodward School Cordaville Road Southborough, MA 01772	N. Durkee (617) 485-2400
Wellesley Public Schools	Council on Aging Collaboration Project	K-5	40 Kingsbury Street Wellesley, MA 02181	Steve Corcoran (617) 235-7250 ext. 151
Wellesley, Fiske School	Teacher In-Service Education by Representatives from Mental Health Agencies	K-5	45 Hastings Street Wellesley, MA 02181	Ned Schofield, Principal (617) 237-5283
Weymouth Public Schools	Special Needs Pre-School (Ralph Talbot School)	Pre-K	227 Ralph Talbot Street South Weymouth, MA 02190	Susan Horlink (617) 335-7250
Woburn Public Schools	Drug and Alcohol Awareness (in Collaboration with Community)	K-12	Administration Office Locust Street Woburn, MA 01801	Dr. Lawrence R. Byron Assistant Superintendent (617) 935-7297

APPENDIX B

Resources For K-12 Community Education

Organizations

Center for the Study of Parent Involvement (CSPI), 5237 College Avenue, Oakland, California 94618. Contact: Daniel Safran, Director (415) 652-4968

CSPI is an organization of volunteers that provides consultation and training opportunities through workshops and conferences for community workers, teachers, administrators and parents. CSPI publishes and distributes "Issue Papers" ($2.50 each) on topics such as *Preparing Teachers for Parent Involvement* and *Evaluating Parent Involvement*. CSPI also sponsors local and regional conferences on parent involvement.

Center for Community and Organizational Development, 225 Furcolo Hall, University of Massachusetts, Amherst, Massachusetts 01003, Phone: (413) 545-2038

The Center for Community and Organizational Development, which is affiliated with the University of Massachusetts School of Education, provides training workshops and consultation to citizen groups in English or in Spanish. The center also has available for distribution a series of manuals on a variety of topics in citizen involvement, including planning, using the media, community organizing, group process, and building coalitions among community members from different racial and ethnic groups.

The Home and School Institute (HSI), Trinity College, Washington, D.C. 20017, Contact: Dorothy Rich, President, (202) 466-3633

The Home and School Institute, a nonprofit organization, develops programs and publications to help build home/school/community partnerships in education. HSI conducts onsite training programs nationwide, engages in research, and publishes a variety of educational materials.

Institute for Responsive Education (IRE), 704 Commonwealth Avenue, Boston, Massachusetts 02115, Contact: Don Davies (617) 353-3309

IRE studies and facilitates citizen participation in educational decision making. Major IRE concerns include school/community councils, citizen roles in educational collective bargaining, federal and state policies affecting citizen participation, citizen-initiated organizations, and citizen action research for school improvement. IRE operates the Citizen Action in Education Clearinghouse. Its quarterly journal, *Citizen Action in Education* ($5/year), publicizes and explores promising models as well as barriers to effective citizen participation.

Massachusetts Department of Education, Bureau of Student, Community and Adult Services, Community Education Office, 1385 Hancock Street, Quincy, Massachusetts 02169, Contact: Susan Freedman, Coordinator of Community Education, (617) 770-7573.

The Community Education Office of the Massachusetts Department of Education supports collaboration and involvement of communities, cultural institutions, parents and students in educational decision-making and in education programs through the following programmatic activities: technical assistance to community and school leaders through workshops, conferences and individual consultation, research, coalition-building to promote and implement the community education approach, and development and dissemination of publications.

Through these activities, the office addresses itself to the following community education practices: developing school-community partnerships, promoting citizen involvement in the schools, interagency collaboration, utilizing community resources, developing community advisory councils, developing school-volunteer programs, and community based educational planning.

Massachusetts School Volunteer Program (MSVP), Falmouth High School, Gifford Street, Falmouth, Massachusetts 02540, Contact: Peter Clark, Principal, (617) 540-2200

MSVP, a Massachusetts affiliate of NSVP, is a coalition of volunteer programs that provides technical assistance to new and established programs, produces and mails a newsletter several times per year, and sponsors statewide and regional conferences and workshops.

National Alliance of Business (NAB), 1015 15th Street, N.W., Washington, D.C. 20005, Phone: (202) 457-0040

This organization has a long history of involvement in the support and institutionalization of industry-education cooperation. Its mission is to increase private sector support, training, and job opportunities for the economically disadvantaged and the long term unemployed.

National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, New York 14226, Phone: (716) 833-6346/846-4191

This organization was founded in 1964 by a coalition of industry people and educators to help bring industry and the schools together to improve the quality of education at all levels. A key programmatic activity has been to develop local Industry-Education Councils.

National Committee for Citizens in Education (NCCE), Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044, Contact: J.William Rious, Senior Associate, (800) 638-9675 (toll free), (301) 997-9300

NCCE is a national membership organization for citizen participation in public schools. The monthly newsletter, *Network* ($8/year), contains resources for parents and articles on current education topics. NCCE provides assistance in involving parents in decisions affecting the quality of public education and conducts citizen training institutes tailored to the needs of a specific community or region. A publications list is available upon request.

National Congress of Parents and Teachers (PTA), 700 North Rush Street, Chicago, Illinois 60611, Contact: Melitta Cutright, Division of Communication, (312) 787-0977

Operating at the local, state and national levels, the National PTA is the largest volunteer organization in the nation devoted to improving the quality of education and the well-being of children and youth. The National PTA unites parents, teachers, students and other interested citizens in this effort. The National PTA publishes a variety of brochures, booklets and pamphlets.

National School Volunteer Program, Inc. (NSVP), 300 North Washington Street, Alexandria, Virginia 22314, Contact: Daniel W. Merenda, Executive Director, (703) 836-4880

NSVP is a national organization that helps school districts organize and implement volunteer programs. The organization facilitates sharing of materials, information and ideas on various member programs.

The national staff serves the member program needs by coordinating national, regional and state conferences, providing a monthly newsletter, and providing technical assistance on a cost-recovery basis. NSVP maintains an Information Bank, which contains descriptions of successful volunteer efforts. Participants in local programs include parents, senior citizens, retired educators, business people and high school and college students. NSVP produces numerous publications and multimedia products. A publication list is available upon request.

Northeast Industry Education Labor Alliance (NIELA), P.O. Box 2203, Springfield, Massachusetts 01101, Phone: (413) 781-1185

An organizational affiliate representing the northeastern states, NIELA focuses on the establishment of public/private sector cooperation to deal with issues such as long range economic integrity and a better relationship between education and economic development. It publishes a newsletter called *News: The Northeast Review* and cosponsors conferences to address pertinent issues.

Volunteer: The National Center for Citizen Involvement, P.O. Box 4197, Boulder, Colorado 80306

This center networks information on volunteer efforts around the nation and publishes a newsletter, *Volunteering*. (See April 1983 issues for information about business-school linkage.)

Publications

Advisory Committees, The Best of ERIC Series #6, Eugene: ERIC Clearinghouse on Educational Management, Oregon University, 1975

Advisory Council Packet, Rationale and Methods, Institute for Responsive Education, 705 Commonwealth Avenue, Boston, Massachusetts 02215

Advisory Councils for Education: A Handbook, Richard K. Hofstrand and Lloyd J. Phipps, Urbana: Department of Vocational and Technical Education, University of Illinois, 1971, Eric Ed 057213

A Fresh Look at Your Schools, A Guide to Community Meetings, California Coalition For Fair School Finance, 661 Live Oak, Suite 3, Menlo Park, California 94025 1982

A Family Affair: Education, Dorothy Rich and Cynthia Jones, The Home and School Institute, Inc., Trinity College, Washington, D.C. 20017

A Guide to Needs Assessment in Community Education by Bowers and Associates, Reston, Virginia and George Eyster, Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky (1974)

A Guide to School and Community Action, California Congress of Parents, Teachers and Students, Inc. and the California State Department of Education (1981), California State Department of Education, P.O. Box 271, Sacramento, California 95802

A Matter of Service: How to Monitor Agencies That Serve Children, Harold D. Holder, et. al., Durham, North Carolina, Learning Institute of North Carolina, 1974, ERIC File Ed 104 565 or ERIC Document Reproduction Service

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen, Charles K. Bolton and Donald W. Lenz, Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 or ERIC File Ed 106 953 or ERIC Document Reproduction Service

Barriers to Private Sector/Public School Collaboration, M. Levine, Washington, D.C.: American Enterprise Institute, 1983

Big Business Becomes Big Brother, E. McGrath, *Time*, November 1, 1982

Business/Education Partnerships: Making Them Education's Business, S. Hansen and B. Schergens, *Phi Delta Kappan*, Volume 63, No. 10, June 1982

Business-School Partnerships: A Plus for Kids, J. Chafee, Arlington, Virginia: National School Public Relations Association, 1980

Community Decision Making for Education Associations (Selecting the "Knowledgeable" Cross-Section of the Community: Business, Education, Government, Politics, Religion, Chamber of Commerce, Public Agency Heads, News Media Editors), Public Relations Bookshelf #10, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

Community Education/Work Collaboration: A Massachusetts Perspective, T.W. McClain and R.A. Sockol, Amherst: Institute for Governmental Services, 1978

Developing Citizens Committees, Public Relations Bookshelf #8, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

Education and Work Councils: Four Case Studies, A. Prager, Cambridge, Massachusetts: Abt Associates, Inc., 1981

Education and Work Councils: Progress and Problems, A. Prager, Cambridge, Massachusetts: Abt Associates, Inc., 1980

Getting It Together...Together, A Model for School/Community Involvement, Jeanne Jehl, Community Relations Division, San Diego City Schools, San Diego, California 1977

Global Stakes, J. Botkin, S. Dimancesou and R. Stata, Cambridge, Massachusetts: Ballinger, 1982

How to Research the Power Structure of Your Secondary School System, David Rosen, Bert Marian, David Osborne, Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebraska, October 1973. Sponsored by Office of Education, Department of Health, Education and Welfare, Washington, D.C., ERIC File Ed 087 749 or ERIC Document Reproduction Service.

Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils, M. Elsman, Washington, D.C.: National Institute for Work and Learning, 1981

Industry-Education-Labor Collaboration: A Directory of Collaborative Councils, G. Gold, B.S. Fraser, M. Elsman, and J. Rankin, Washington, D.C.: National Institute for Work and Learning, 1981

Industry-Education-Labor Collaboration: Policies and Practices in Perspective, G. Gold, S.M. Jung, and D. Bushnell, Washington, D.C.: National Institute for Work and Learning, 1982

Journal of Community Action, "Community Partnerships," Volume 1, No. 4, 1982 (entire edition)

Let's Not Reinvent the Wheel: Profiles of School/Business Collaboration, I. McNett, Washington, D.C.: Tilden Press, 1982

Megatrends, John Naisbitt, New York: Warner Books, Inc., 1982

National Perspective, P. Tremper, *Community Education Today*, Volume IX, No. 4, April, 1983

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101 Activities for Building More Effective School-Community Involvement, Dorothy Rich and Beverly Mattox, The Home and School Institute, Inc., Trinity College, Washington, D.C. 20017

Organizing An Effective Parent Advisory Council: A Handbook, National Coalition of ESEA Title I Parents, National Parent Center, 1341 G Street, N.W., Suite 520, Washington, D.C. 20005

Parent Involvement in the Schools: A State of the Art Report, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160

Parent Power in the Schools: A Handbook for Principals, Parents, and Teachers About Home-School Communication and Parent Volunteer Programs, Anne Murray, The Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts 01824, (617) 256-3985

The Private Sector Youth Connection, H. Schilit and R. Lacey, Volume 1, New York: Vocational Foundation, Inc., 1982

Publishing a Newsletter, Public Relations Bookshelf #5, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

RX for School-Community Relations, C.R. Utermohlen, Editor, 219 Dillon Avenue, Mankato, Minnesota 56001

Schools and Communities Working Together: For Effective Schools and Stronger Communities, Juanita Carney and Janet Chrispeels, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111-7399

School Advisory Council Activities Guides, The School Advisory Council Assistance Project, College of Education, University of South Carolina 29708 1979

School/Business Partnerships: A Practitioner's Guide, T.W. McClain, and R.A. Sockol, Amherst: Institute for Governmental Services, 1978

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Who Controls the Schools?, Carl Marburger, Columbia, Maryland, National Committee for Citizens in Education (1978)

Children, Parents and School Records, J. William Rioux and Stuart A. Sandow, Columbia, Maryland, National Committee for Citizens in Education (1974)

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Public Testimony on Public Schools, National Committee for Citizens in Education, Commission on Education Governance, Berkeley, California, McCutchen Publishing Corporation (1975)

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Violence in Our Schools: What to KNOW About It -What to DO About It, Columbia, Maryland, National Committee for Citizens in Education (1975)

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School Where Parents Make a Difference, Don Davies, 1976, 164 pp. From Arizona Navaho lands to a wealthy San Francisco suburb to an inner city.

Patterns of Citizen Participation in Educational Decisionmaking, Volume I and II, Don Davies, et. al., Volume I, November, 1978, 106 pp., Volume II, March, 1979, 95 pp.

Federal and State Impact on Citizen Participation in the Schools, Don Davies, James Upton, Miriam Clasby, Felix Baxter, Brian Powers, Ross Zerchykov (1978), 147 pp.

Overcoming Barriers to School Council Effectiveness, Jim Stanton, et. al., March, 1979, 153 pp.

Resource Guide and Bibliography on School Councils, IRE, February, 1978, 81 pp.

Facts for A Change: Citizen Action Resources for Better Schools, Bill Burgess (1976), 192 pp.

Rising Above Decline, Betsy Wachtel and Brian Powers (1979), 198 pp. A unique account of how nine communities across the country are responding to the challenge of declining school enrollment.

Narrowing the Gap Between Intent and Practice: A Report to Policy Makers on Community Organizations and School Decisionmaking, Kathleen Huguenin, Ross Zerchykov, Don Davies (1979), 118 pp.

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A Guide to Community Involvement in Basic Skills Improvement, Charlotte Ryan, Lexington, Massachusetts, Massachusetts Parent-Teacher-Student Association (1979)

How to Talk with Children About Drinking: A Parenting Guide to Alcohol Education, Charlotte Ryan, Freyda Siegel, and Carol Williams, Lexington, Massachusetts, Massachusetts Parent-Teacher-Student Association, Inc. and the National Congress of Parents and Teachers (1977)

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Today's Family in Focus, Chicago: National Congress of Parents and Teachers (1977)

When Parents Study Their Jobs: Techniques for PTA Discussion Groups, Chicago: National Congress of Parents and Teachers (rev. 1968)

The following publications are available from the Citizen Involvement Training Project, 225 Furcolo Hall, University of Massachusetts, Amherst, Massachusetts 01003.

Power: A Repossession Manual—Issues and Strategies for Community Organizing, by Greg Speeter

Planning for a Change: A Citizen's Guide to Creative Planning and Program Development, by Duane Dale and Nancy Mitiguy

The Rich Get Richer and the Poor Write Proposals, by Nancy Mitiguy

Working Together: A Manual for Helping Groups to Work More Effectively, by Bob Biagi

We Interrupt This Program... A Citizen's Guide to Using the Media for Social Change, by Robbie Gordon

Playing Their Game Our Way: How to Hold the Political Process Accountable to Citizen Needs, by Greg Speeter

How to Make Citizen Involvement Work: Strategies for Developing Clout, by Duane Dale

Beyond Experts: A Guide for Citizen Group Training, by Duane Dale, David Magnani, and Robin Miller

Breaking the Boardom: An Annotated Bibliography on Boards and Councils, by David Magnani and Newell McMurtry

Differences. A Bridge or a Wall, by Dan Willis with Josh Meyer

The following materials are available from the National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, New York 14276, (716) 833-6346.

A Handbook: How to Plan a Community Resource Workshop

A Handbook: Industry Education Councils

A Guide for Evaluating Industry-Sponsored Educational Materials

The following publications are available from the Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts 02169, (617) 770-7580.

Business and Education: Partners for Excellence, The Proceedings of Five Regional Conferences, cosponsored by the Massachusetts Department of Education, Associated Industries of Massachusetts, the Massachusetts Association of School Superintendents, Massachusetts Business Roundtable, April and May, 1984.

Community Education Principles for Gifted and Talented Education, Bureau of School Programs, 1983.

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Contact one of the Regional Centers listed below for more information:

Central Massachusetts Regional Education Center
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181
(617) 431-7825

Northeast Regional Education Center
219 North Street
North Reading, MA 01864
(617) 727-0600

Northwest Regional Education Center
Mark Hopkins Hall
Church Street
North Adams, MA 01247
(413) 664-4511

Southeast Regional Education Center
P.O. Box 29
Middleboro, MA 02346
(617) 947-1231

Greater Springfield Regional Education Center
88 Massasoit Avenue
West Springfield, MA 01089
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